

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Moseley Church of England Primary School			
Address	Oxford Road, Moseley, Birmingham, B13 9EH		
Date of inspection	05 April 2019	Status of school	VA primary
Diocese / Methodist District	Birmingham	URN	103398

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Moseley Church of England School is a primary school with 214 pupils on roll. The school has a relatively low level of religious and cultural diversity and very few speak English as an additional language. The proportion of pupils considered to be disadvantaged is well below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The Executive Headteacher supports another church school in the Diocese of Birmingham for part of each week and the Deputy Head acts as Head of School.

The school's Christian vision

'Every child matters to God'

Offering exciting, educational opportunities to enhance skills, talents and creativity. Appreciating and accepting others and celebrating the achievements of all. Supportive and trusting relationships with God and all his children. Taking responsibility and welcoming absolutely everyone into a caring, safe environment, where we all work together.

Key findings

- The school has a deep commitment to the worth of everyone as an individual, and its welcoming and inclusive provision makes this a daily experience for all. Appreciation of diversity and 'Valuing all God's Children' are at the heart of the school's curriculum.
- Embracing Church of England guidance, the school's innovative work on a whole school approach to mental health and wellbeing is a great strength. It is valued by all and is transforming lives and learning for many.
- Bringing the school's inclusive Christian vision and related values into sharper focus in the context of biblical teaching and the Church of England's Vision for Education is an essential work in progress for school leaders.
- Partnership with local churches and the involvement of clergy in the life of the school is very strong and impacts on the worshipping and pastoral life of the school.
- Religious Education (RE) is an influential core subject that contributes effectively to the school's vision. It is very well planned, taught and assessed. Pupils explore deep questions of faith with clarity and great respect for diversity.

Areas for development

- Secure the reviewing of the vision and values so that these are firmly rooted in biblical teaching that fortifies the tangible, lived out vision of inclusion and dignity for everyone.
- Broaden the scope of the worship planning to bring the vision and values to life. Proclaim them in the context of Jesus' life and ministry so that everyone in the school understands their meaning, and treasures the impact on their lives in, and beyond, school.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Leaders demonstrate the impact of the school's practical vision, 'every child matters to God', in welcoming 'absolutely everyone', steering school decisions and shaping its strategic direction. Consequently, everyone flourishes as an individual. Open celebration of uniqueness and diversity through well-established support secures this. A parent observed, 'you are simply embraced for who you are'. Kindness and acceptance are experienced daily by everyone. Fruitful work to support mental health and wellbeing deepens the ethos of the school, demonstrating its commitment to wholeness. Highly valued, it impacts on the lives and learning of many. A pupil observed that 'you can share your worries and anxieties; worries affect learning.' This provision overflows into neighbouring schools through collaborative partnerships. Training, including from the diocese for RE and collective worship, and wellbeing activities enable staff to thrive. Consequently, staff absence and turnover are low and continuity in teaching and learning high. Clergy of local churches provide pastoral and professional guidance for the school and its families including through the high take up of early morning tea and coffee stops. Many pupils and parents speak of the transformative effect the school has had on them. One parent said, 'in our personal turmoil we have both been embraced. A thoughtful, kind environment has taken us both in. There must be something that makes this so...' Leaders have recognised that the Christian nature of the school's vision and values has lost some clarity and impact over time. By rooting these more convincingly in biblical teaching everyone, including parents, will have a fuller understanding of the gospel imperative for the school's provision. Clergy will help to bring deepened biblical and theological integrity to the vision.

Centred on diversity, the school's provision harmonises the taught curriculum including RE and Personal, Social and Health Education (PSHE), collective worship and British values so that pupils treasure their own worth and that of all others. 'Looking beyond themselves' including through biblical teaching in collective worship and 'standing up for the things they believe in' inspires pupils' enthusiasm for many activities to relieve suffering locally and globally. Ongoing donations to the local foodbank in a supermarket trolley and the teddy and coat collections for refugees in Calais convey pupils' strong advocacy. The curriculum has the well-deserved validation of Stonewall. It enables pupils to develop spiritually as they wrestle with existence, difference, injustice and exploitation. They articulate the difference they make through their behaviours towards one another and their environment. For everyone, space for stillness in reflection, meditation or prayer punctuates each day. The school environment facilitates this further in reflection spaces indoors, and out. Pupils often engage here with their own feelings, concerns and mistakes. Forest School allows pupils to wonder at the created world. They care for it, for example, by creating a bug hotel and practising recycling.

Central to the school's vision is identification and removal of barriers to learning and fulfilment, to ensure every child achieves as well as they can. Lessons and interventions are grounded in encouraging relationships between staff and pupils and a strong focus on the individual. High expectations underpin academic standards which are consistently above national benchmarks in each key stage. Over time, progress is broadly in line for all pupils in most areas, including the small numbers of pupils who are disadvantaged and those who have special educational needs or disabilities. The school does not shy away from welcoming children who have been rejected from elsewhere. The recently revised admissions criteria will reach more children who are disadvantaged, demonstrating commitment to embracing those who could most benefit from what the school offers.

Pupils live their deep understanding that everyone is unique and 'difference is great'. They delight in the achievements of others, celebrating them in Friday worship. Pupil leaders show ownership of the school's inclusive ethos and ensure their ideas are heard. The Calm Crew, Happiness Heroes, Play Leaders and Anti-Bullying Council take their roles seriously to ensure that everyone is supported to be happy by helping those who may be struggling, or on the margins. Pupils enlist the help of adults if their own strategies don't make enough difference for someone. Behaviour therefore is overwhelmingly positive, and bullying or harassment of any kind extremely rare. Any negative behaviour is dealt with fairly, with staff compassionately looking for any difficulties that may underly challenging behaviour. Exclusions rarely occur. Uniqueness is placed centre-stage by the courageous and effective use of Stonewall resources and the Church of England guidance 'Valuing all God's Children' to challenge negative views of diversity and difference. Pupils express great joy at their place in the cohesive collage of their school, representing diversity in belief, race, gender and family. The headteacher has supported the diocesan team in advising church schools on this important area.

Thoughtful, compliant collective worship resonates with the curriculum. Biblical stories and texts are nurturing theological understanding for pupils, related to themes in the jigsaw programme. Leaders acknowledge the need

to broaden the scope of worship to expound the school's vision and values in the context of the Christian gospel. The principles of inclusivity and invitation are embedded in worship so that pupils of all faiths and views find their own place. The clergy enable pupils to encounter variety in worship styles and traditions. Pupils appreciate prayer in the rhythm of each day, using known and extemporary prayers, to give thanks and to make intercessions. Liturgical traditions such as opening responses and prayers are included in worship and reflect the trinitarian nature of God. Collective worship follows the cycle of the church year and this develops understanding of the Christian narrative for pupils. Frequent services in the local churches ensure pupils' comfort, confidence and respect in church worship. Collective worship, effectively conducted by all staff, is led with a clear plan for how worship can have greater impact. This includes through the new Worship Council for leading prayers and responses, contributing to planning and ongoing evaluation. Everyone values collective worship for bringing the school family together to think and act. One pupil observed, 'we wouldn't be our school if we didn't come together for collective worship. It helps to make us who we are and helps us to change.'

This school's inclusive vision is beautifully conveyed in a striking stained-glass window depicting God's hands holding the world. A pupil expounded this superbly: 'God has the world in his hands. God has our back whatever our race, beliefs, gender.' Effective provision ensures that everyone flourishes within this reality.



The effectiveness of RE is Excellent

RE is enthusiastically and knowledgeably led and, as a result, RE is treated as a core subject. While giving precedence to the teaching of Christianity, the curriculum is deliberately broad and balanced. The Understanding Christianity programme is very effectively implemented to give pupils a deep, analytical and academic approach to biblical text. Discussion and debate deepen pupils' understanding of big questions. They relate these fluently to their biblical knowledge. RE adds noteworthy profundity and detail to the school's inclusive vision as pupils learn about, and from, a range of world faiths and views. Pupils recognise how important this is in helping them to understand and appreciate everyone. Careful assessment and monitoring ensure that pupils' achievement is consistent with the high attainment in other core areas. Pupils with specific needs are very well supported to make the best progress they can in RE. The Statement of Entitlement for RE is fully met.

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