

SELF-EVALUATION: Mottram Church of England (Aided) Primary School

How well does the school, through its distinctive Christian character, meet the needs of all learners?			
Question	Descriptor	Evidence	Grade
<p>1a How well do the school's Christian values have an impact on all learners and enable them to flourish as individuals?</p>	<p>All stakeholders identify how well Christian values have an impact on the whole curriculum. They describe the impact of these on their own and others; motivation, self-image, understanding, achievement and behaviour.</p>	<p>All stakeholders know and own our core Christian Values and can articulate them. Ofsted 2014. Found this element of spiritual development to be outstanding. Christian Values & 'Code of Conduct' displayed prominently in school. Display and art work ensures Christian Values are explicit as well as implicit. Policies reflect the Christian nature of school. Visitors comment on the exceptionally friendly and welcoming atmosphere throughout school. Ofsted found behaviour in collective worship to be superb. Family atmosphere of the school ensures children feels valued and supported. Parent/carer and pupil feedback is very positive.</p>	Outstanding
<p>1b How well does the Christian character support the spiritual, moral, social and cultural (SMCS) development of all learners whether they are Christian, of other faiths, or of none?</p>	<p>Across the whole curriculum Christian Values significantly encourage, nourish and challenge the SMSC development of most learners.</p>	<p>Christian Values are encouraged throughout all subjects with a thematic approach to teaching offering challenge and questions about other cultures and religions. Christian distinctiveness in worship is shown through children leading spontaneous prayer and their thoughtful responses to interactive Christian display. A wide range of extra-curricular activities are offered to all children. Social and citizenship development supported through the curriculum and circle time.</p>	Good
<p>1c How well does the Christian character of the school prepare learners to become responsible</p>	<p>The Christian character of the school has a significant impact on the learners understanding of their role in local, national and global</p>	<p>A strong sense of cohesion between the church and school community, Christian Values and roles in society taught continually through cross curricular opportunities, RE and in collective</p>	

citizens?	communities.	<p>worship.</p> <p>Pupils understand sustainable issues and the need to use resources wisely.</p> <p>Pupils take part in community projects, such as singing at community events, supporting homeless missions and national fundraising events, i.e. Sports Relief, The Children’s Society and Children in Need.</p>	Good
<p>1d</p> <p>How effectively do key Christian values motivate the relationships between all members of the school community?</p>	<p>All stakeholders relate well to others and work cooperatively, relating their behaviour to Christian Values. Conflict and complaints are consistently resolved speedily, compassionately and in the spirit of reconciliation and justice.</p>	<p>All learners are aware of the Christian Values and use them to inform their behaviour. The whole school community enjoys team work and collaborative work is central to all we do. Pupils appreciate each other’s’ opinions. They behave with empathy, understanding and forgiveness. Situations are easily remedied with pupils wanting to reconcile their own differences. Children feel safe and supported by adults in the school.</p> <p>Our Code of Conduct encourages children to ask ‘What would Jesus do?’</p>	Outstanding
<p>1e</p> <p>How well is the spiritual development of learners enhanced by the school environment?</p>	<p>The school environment makes a major contribution to the spiritual development of all learners.</p>	<p>The school environment contributes to Christian Values through display. Spiritual displays are used regularly by the children.</p> <p>Christian symbols, RE topics, end environmental walks which encourage respect for creation are all used to support children in their spiritual development.</p> <p>Scripture is used in displays.</p>	Outstanding
<p>Overall Judgement: We are outstanding / good / satisfactory / inadequate in meeting the needs of all learners through our distinctive Christian character.</p>			

What is the impact of Collective Worship on the whole school community?

Question	Descriptor	Evidence	Grade
<p>2a How positive are learners' attitudes to collective worship?</p>	<p>Learners are always engaged during worship. They enjoy the worship and express enthusiasm for it. Learners frequently take an active part in worship.</p>	<p>Learners are engaged and responsive during Collective Worship; they ask relevant questions and offer knowledgeable responses. They listen attentively and reflect sensitively on the themes, scripture, stories and illustrations. Visitors comment on the heartfelt singing and have been moved to tears by the singing. Children are encouraged to say reflective thought/prayers at the end of assemblies.</p>	<p>Outstanding</p> <p>Good</p>
<p>2b To what extent do learners and staff derive inspiration, spiritual growth and affirmation from worship?</p>	<p>All members of the school community, regardless of background feel included and affirmed by worship. Worship inspires the thinking and day to day actions of the whole school community.</p>	<p>All staff, as well as learners, are actively involved in daily worship. Learners and staff model in their general behaviour the messages conveyed through worship.</p>	<p>Outstanding</p>
<p>2c How well does collective worship develop learners' understanding of Anglican/Methodist/ecumenical traditions and practice?</p>	<p>Learners experience, and are familiar with some examples of Anglican tradition and practice.</p>	<p>Whole school services in Mottram Parish Church led by Anglican minister and school worship leaders. Strong links with the church and worship conducted by Rev. James Halstead and other local ministers supports learners' knowledge and understanding of the festivals in the Christian year as included in the long term Worship Plan. Children contribute saying their own prayers.</p>	<p>Good</p>
<p>2d How effectively is the importance of worship demonstrated in the life of the school?</p>	<p>The planning of Collective Worship is usually thorough and creative involving a range of stakeholders. Worship is regularly evaluated which is taken into account in planning.</p>	<p>As well as church, school hold services throughout the year at Mottram Church. Learners experience the dates built into the liturgical calendar. Collective Worship is planned through a themed approach. The values taught in</p>	<p>Good with outstanding</p>

		<p>Collective Worship can be seen in school events e.g. charity fund raising events. Behaviour throughout the school, evident in lessons and particularly during playtime and unstructured activities. The environment is friendly and welcoming to visitors.</p>	<p>features</p>
<p>Overall Judgement: We are outstanding / good / satisfactory / inadequate in meeting the needs of all learners through our distinctive Christian character.</p>			

How effective is Religious Education?			
Question	Descriptor	Evidence	Grade
3a How high are the standards and how well do learners achieve in RE?	Learners make above average progress across each key stage.	School reports based on monitoring and evaluation, level descriptions and teacher assessment. Book scrutiny, wall displays, lesson observation and pupil discussion. Understanding through practical activities such as art and drama.	Good
3b How effective are the learning and teaching in RE?	Use is normally made of assessment data to inform teaching and learning. A limited range of learning strategies and appropriate to learners' needs and subject content is evident. Learners are often reflective and are actively engaged in their learning and assessment.	As above, level descriptors are used to assess progress and attainment in RE. Planning takes account of all learning styles and abilities. Pupils are encouraged to reflect on their responses to teachers comments.	Good
3c To what extent do learners and staff of all faiths and of none demonstrate a positive attitude towards RE?	Learners enjoy RE and recognise the importance of the subject.	Learners enjoy RE lessons learning about a range of different religions. They engage in active discussion showing avid interest and respecting different beliefs.	
3d How well does RE contribute to the spiritual and moral development of all learners?	Learners develop a growing spiritual and moral awareness through reflection on their experiences in RE. Learners talk confidently and respect about their beliefs and those of others.	Learners are encouraged to question belief and meanings to support their understanding of the purpose of life. Learners enjoy exploring ideas and making links, they appreciate the opportunity to reflect and speak during lessons and worship. Learners are considerate and respectful to each other.	Good

<p>3e To what extent does RE promote the distinctive character of the school?</p>	<p>The relevance of religion and faith contributes to other parts of the curriculum. Learners have a growing understanding of Christian faith and practice.</p>	<p>The distinctive character of our school is the way the school community lives out the Christian Values and how they influence attitude, behaviours and choices. These values underpin all aspects of school life. Learners are able to apply the teachings of the Christian faith to everyday situations.</p>	<p>Good Good</p>
<p>3f To what extent does RE promote community cohesion through an understanding of and respect for diverse faith communities?</p>	<p>Learners and adults value religious and cultural diversity in school, locally, nationally and globally.</p>	<p>Mottram CE (Aided) Primary is a distinctive and inclusive environment with an ethos to embrace all faiths, culture and believers based on Jesus' commandment to love others as yourselves.</p>	<p>Good</p>
<p>3g How effectively is the importance of RE demonstrated in the life of the school?</p>	<p>Standards in RE are in line with standards in other core subjects. Senior leaders ensure leadership; monitoring, planning, resources subject expertise, INSET and external support for RE lead to satisfactory learning.</p>	<p>Staff professional development, whole school visioning, church links. RE is well resourced with a range of visual, interactive artefacts and books. RE days take place annually.</p>	<p>Good Good</p>
<p>Overall Judgement: We are outstanding / good / satisfactory / inadequate in meeting the needs of all learners through our distinctive Christian character.</p>			

How effective are the leadership and management of the school as a church school?			
Question	Descriptor	Evidence	Grade
4a How well has the school leadership (including governors) engaged with distinctive Christian values in developing its vision for the school?	School leaders and governors have a clear vision of how distinctive Christian Values are central to every aspect of the school's life.	Leaders have a clear overview and vision for distinctive values throughout the school and the views of all stakeholders are included. Christian distinctiveness self-evaluation and visioning is part of the annual programme of self-improvement. Governors are involved in school self-evaluation, school-improvement and lead collective worship	Outstanding
4b How well is this vision understood by all stakeholders?	Learners and adults readily articulate how the school's Christian Values enrich attitudes and behaviours throughout the school and community.	Pupil, staff and governors demonstrate a clear understanding of the ethos and principles of the school and actively engage with Christian Values to create a harmonious environment for all, as demonstrated in the Ofsted Inspection report.	Outstanding
4c How well do leaders and governors ensure that this vision is put into practice by all members of the school community?	Leaders and Governors ensure that all stakeholders contribute to regular self-evaluation that informs development planning. Issues identified by stakeholders are largely addressed.	Self-evaluation forms part of the schools visioning exercise, as well as professional development. The vision of the school is continually evolving and leaders have a clear understanding of next steps. Parents/Carers attend Pride assemblies every month.	Good
4d How well are leaders and governors	Through succession planning the school has a clear understanding of	Staff and Governors attend Christian leadership training and receive	Outstanding

<p>preparing for the future leadership of church schools?</p>	<p>future development needs of the school and of church school education more widely. Most staff and governors benefit from personal, spiritual and professional development.</p>	<p>regular visits from the Diocese. Headteacher has attended all induction sessions and has completed the Christian Leadership course. Headteacher is a member of the teaching school board and is committed to succession planning.</p>	<p style="text-align: center;">Good</p>
<p>4e How effective is the partnership between the school, the church and the wider community, including the parents?</p>	<p>There is strong mutual support between the school and partners in the local church, local faith communities, the diocese and the world wide church. There are strong partnerships with parents and the local community.</p>	<p>School is well supported by Rev. James Halstead, members of Mottram church and other denominations in the area. There are good links with other denomination schools in the area and the Evangelical church sharing ideas and practice.</p>	<p style="text-align: center;">Outstanding</p>
<p>Overall Judgement: Leadership and management of the school as a church school are outstanding / good / satisfactory / inadequate.</p>			