

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Christ Church Moreton Church of England Primary School

Vision

Our vision is based upon Romans 12: 9-12 and calls us to love and respect each other as brothers and sisters of God. We aim to create a culture of living together in harmony, encouraging children to learn about themselves and others and grow spiritually, so that they may use their gifts and talents in service and action.

We are ambitious for our children to live fulfilled, joyful lives fuelled by hope in Christ which enables them to overcome challenges and achieve their potential.

Our school is united in its belief that together we can do all things through Christ who strengthens us.

Christ Church Moreton Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- Deeply rooted in biblical teaching, the school's Christian vision drives and sustains the work of this flourishing Church school. The vision nourishes aspirational partnerships within and beyond the school. As a result, adults and pupils grow and thrive.
- Leaders have developed a powerful, whole-school approach to spirituality. Planned opportunities that explore life's meaning and purpose are woven skilfully through daily life. Thus, pupils and adults have a deep sense of who they are and their place in the world.
- The vision of 'loving warmly' underpins an empowering school culture of hope and equity. Adults' unwavering commitment to positive mental wellbeing transforms pupils' lives.
- Collective worship inspires pupils and adults to reflect deeply on the school's vision and supporting values. A fruitful partnership between leaders, clergy and pupils ensures that worship remains dynamic and relevant.
- Ambitious leaders have developed a religious education (RE) curriculum that is innovative and carefully tailored to the context of the school. Creative approaches to how pupils record their learning enable them to express their understanding fully.

Development Points

- Extend opportunities for pupils to take active ownership in addressing issues of injustice beyond the school environment. This is to empower them to become confident advocates for those facing adversity on a wider scale.



Inspection Findings

Christ Church Moreton's Christian vision sits at the heart of decision making within this aspirational and successful Church school. Inspired by the message of St Paul, leaders look outwards and serve their community with love and hope. They have a deep sense of Christian hospitality, readily embracing the increasingly diverse community so that pupils and adults can flourish. The vision's supporting values are deeply embedded, giving a united purpose to the school's work. Thus, leaders, staff and pupils work in harmony, ambitious to 'live fulfilled, joyful lives, fuelled by hope.' Dedicated and knowledgeable governors understand the school very well. They provide unwavering support and challenge, ensuring that the vision is lived out ambitiously. Partnerships are extremely fruitful and dynamic. Leaders embrace the forward-thinking expertise provided by the Chester Diocesan Academies Trust and Chester Diocese. As a result, the school champions the latest thinking in Church school education, enabling pupils and adults to achieve and grow.

Inspired by the vision that anything is possible through Christ, leaders have developed a bespoke curriculum, tailored to its community. Innovation is encouraged. Subject leaders feel empowered to build opportunities across the school that further the vision's purpose. For example, within history, there is a strong focus on social justice. This enables pupils to recognise how influential figures from the past improved the lives of those who were treated unfairly. Motivated to enable every pupil to achieve, staff adapt teaching and resources skilfully. They tailor support, including the flexible use of learning spaces, so that pupils' needs are met. Thus, pupils, including those with special educational needs and/or disabilities (SEND), enjoy school and learn well. Leaders have created an exceptionally powerful, whole-school understanding and language of spirituality. This forms the backbone of a holistic curriculum. Teachers plan a rich range of experiences that nurture a connection with self, others, the world, and faith and belief. For example, in physical education, pupils understand how exercise, team play and emotions are intrinsically linked. Thus, they have a deep sense of their own worth and respect for others. Through daily conversations, pupils and adults show a profound understanding of their place in the world. Thus, when talking about the impact of music, pupils identify a deep connection. 'I feel I am soaking in God's presence,' described one pupil.

Collective worship is central in fostering spiritual growth. Working closely together, leaders and local clergy plan ways to provoke deep questioning. They thoughtfully link the school's vision and values with aspects of spirituality. Thus, worship gently challenges people to relate biblical teaching to their own lives. For example, pupils understand how the fortitude of Mary, on her journey to Bethlehem, can inspire them to be patient. Pupils and adults are invited to join in with integrity. Through lighting candles, singing, reflection and spontaneous pupil-led prayers, they value the nourishing rhythm of daily worship. Pupils take an active role in decision making. A thriving pupil group leads aspects of worship, actively engaging their peers. Pupils enthusiastically evaluate worship, leading to improvements. By using different approaches, a variety of leaders, including staff and local clergy, enrich the worship life of the school. Regular services and reflection events in the local church bring school, families and church members together as a worshipping community. These events significantly strengthen the sense of fellowship and belonging.

The vision of 'loving warmly' inspires a school culture where everyone is valued for who they are. Leaders prioritise wellbeing. Proactively supported by the trust, staff benefit from a range of training opportunities, enabling them to grow and flourish professionally. Staff feel that they are listened to and supported, including through challenging times. The school's focus on nurturing spirituality and positive mental health enables staff to support each other



generously. Thus, they are a happy and hard-working team, infused with a sense of harmony and aspiration for themselves and their pupils. The school's work on promoting positive mental health has a profound impact on its pupils. Leaders have implemented a comprehensive programme, incorporating latest research, teaching pupils how to understand and take control of their wellbeing. Linked imaginatively to the school's approach to spirituality, pupils understand and talk openly about their emotions. They use strategies, like breathing exercises, to help them at difficult times. Thus, pupils are positive and hopeful, enthusiastically embracing school life. Parents and carers value how school leaders and staff work relentlessly to support families. They describe the school's vision as 'living out love here.'

The vision of love and respect inspires adults and pupils to look out for others. Leaders ensure that pupils learn about diversity and equity and understand that people need different things to help them flourish. Thus, pupils compassionately take responsibility for each other within school, actively supporting those who experience difficulties. Through the curriculum and collective worship, pupils understand wider issues of responsibility and injustice. They raise money for charities and help support the elderly within the local community. Through a wide range of leadership roles pupils inspire others to act. Members of the well-attended 'eco group' show their peers how to make ethical choices, for example, by growing vegetables on the school allotment. Families appreciate how school staff take action to support them. A popular school 'social supermarket' offers food items at a reduced price, providing significant help in challenging times. This exemplifies how the school fosters a deep sense of shared responsibility and compassion. Pupils are beginning to understand that they have a voice and can influence decision makers on a wider scale. For example, having identified how fireworks frighten animals, pupils wrote to their local MP to change the law. Leaders are working proactively to embed this approach across the school.

RE has a high status. Following a comprehensive review, innovative leaders have implemented an improved curriculum. Thus, it effectively meets the needs of an increasingly diverse community. Leaders have skilfully balanced the teaching of Christianity with a range of other world religions and worldviews. They use local expertise imaginatively. For example, Hindu pupils and their families explain aspects of their faith, enriching the curriculum and pupils' appreciation of diversity. The curriculum is well-sequenced, logically building pupils' knowledge and understanding. For example, when learning about Christmas, pupils explore the meaning of the story in increasing complexity as they mature.

High-quality teaching in RE leads to imaginative lessons that capture pupils' curiosity. Pupils are given many opportunities to reflect on their own views and ideas. For example, when exploring the theory of evolution and the biblical concept of Creation, older pupils knowledgeably discuss their own worldviews. Leaders have developed an innovative approach to capturing pupils' learning. Pupils are given flexibility in recording that allows them freedom of expression. They take pride in their work, responding creatively through writing, art and drama. Thus, they value RE as a special subject. Through strong partnerships with the diocese and the trust, staff proactively engage with relevant training. Consequently, they are confident in their subject knowledge. RE leaders monitor and evaluate teaching skilfully, coaching colleagues to develop their practice. Teachers accurately assess learning. They work together to adapt teaching to meet the needs of their classes. As a result, pupils across the school experience success in RE and make good progress.

Information

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| Address | Upton Road, Moreton, Wirral, CH46 0PB | | |
| Date | 09 December 2024 | URN | 146530 |
| Type of school | Academy | No. of pupils | 418 |
| Diocese | Chester | | |
| MAT | Chester Diocesan Academies Trust (CDAT) | | |
| Headteacher | Amanda Donelan | | |
| Chair of Governors | Steve Singleton | | |
| Chair of Trust | John Mason | | |
| Inspector | Sue Mawdsley | | |