

Vision and Leadership

- Pupils and staff are guided by our distinctive Christian vision “[Preparing, Sowing, Growing](#)” - taken from The Parable of the Mustard Seed in Matthew 13 and which is fully embedded throughout the school and embodied by all stakeholders.
- Inclusive ethos fostered by leadership at all levels and evident in all policies and practice with excellent provision for children with Special Educational Needs and Disabilities—noted in [Ofsted July 2023](#).
- The school’s ethos is lived out in our approach to welcoming all. Pupils of no faith as well as other faiths and backgrounds and seeing them as unique individuals made in the image of God - high aspirations for all.
- Whole school development planning is led by the Christian vision and values, CPD in Christian distinctiveness is given prominence in the professional development calendar each year.
- [Well planned worship cycle](#) provides opportunities for reflection and reinforces Christian values and the school’s vision and values. Worship is seen as a precious time in which we come together as a school community because of the prominence it is given by the school leadership team.
- School leaders work in collaboration with leaders from other Church schools as part of the Two Cathedrals MAT (which we are joining) to share excellent practice and approaches to Christian distinctiveness.
- All teachers provided with effective CPD and time to implement the school’s broad and balanced [RE curriculum](#) with an appropriate balance of Christianity and other faiths, using Understanding Christianity, RE Today schemes of work and the Shropshire agreed syllabus as the basis.
- School leaders, including Governors, work closely with Church leaders to maintain and evaluate the school’s Christian distinctiveness, this includes cross-diocesan support from churches in Shrewsbury, support from CPAS and from Hereford Diocese centrally as Wenlock Team is stretched across 12 parishes. Headteacher is on Lichfield Diocesan Board of Education as an elected member.

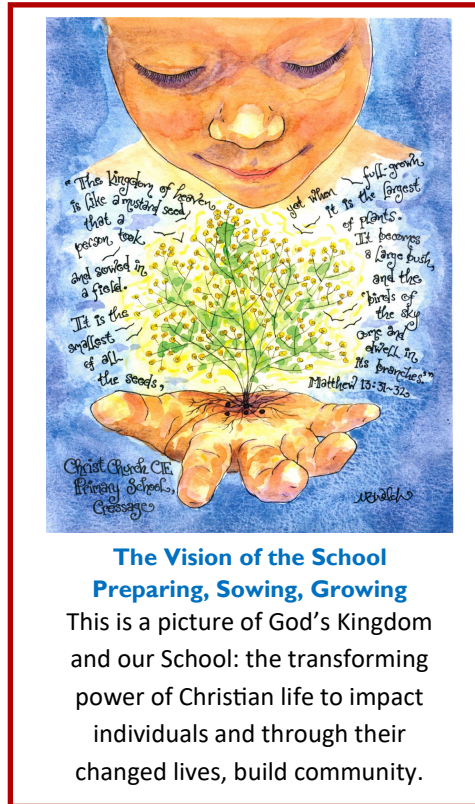
Character Development: Hope, Aspiration and Courageous Advocacy

- Values-based [curriculum](#) ensures children’s learning is inextricably linked the school’s core Christian values of [Preparing, Sowing, Growing, Spiritual Development](#) has a common definition and understanding amongst staff and is purposely planned for within the curriculum. A teacher is attending Courageous Advocacy network in 2023-24.
- Weekly Celebration Leaves and Star Learners given to pupils who are living out the school’s core Christian values, displaying courageous advocacy and for aspiring to be the best they can be.
- High aspirations help all children to do well and tackle the inequality caused by disadvantage (Ofsted report July 23 recognised this). Shared pedagogy and teaching and learning practices fosters a culture where it is expected that we remember what we have learned.
- Pupils live out the school’s vision and values. A focus on oracy across the curriculum encourages and enables children to display empathy and advocacy for others. This is regularly exemplified with pupil-led campaigns, e.g. Y1/2 helped their parents to understand the importance of girls education through the Malala Fund as part of Archbishops’ KS1 Award.
- Children act as courageous advocates for change but this is not simply limited to fundraising, as they are given opportunities to discuss and raise their awareness of global issues and challenge injustice through curriculum work e.g. Y4s and 5s work on plastic pollution but also understanding the nuances that we need plastic too! We have a valued partnership with Nkuringo School in Uganda with staff member as link.
- Vision and values underpinned by inclusive practice and high aspirations for all with consistent, quality first teaching and excellent SEND and SEMH provision.
- Plentiful opportunities for all pupils to develop their leadership, character and key life skills through School Councils where everyone belongs from Y1-Y6: Pupil Voice, Worship, Eco-Council, Happiness and Well-being and Active Kids. KS1 and KS2 take part in Archbishops’ Youth Leaders Awards.

Dignity and Respect

- Our school is an inclusive family where we embrace difference and value all God’s children, treating all with dignity and respect.
- We ensure all pupils, regardless of faith or background, are offered equal opportunities to develop spiritually and grow.
- We have excellent SEND provision which ensures that pupils are supported, valued and are able to succeed. See our Ofsted report.
- Excellent provision for children with disabilities across the school, we have a high % EHCPS and [parents are happy](#) with children’s progress.
- Pupil voice is valued within our school where pupils are encouraged to take the lead in celebrating diversity which is driven by our vision and supported by our values. Personal development is outstanding.
- Our PSHE curriculum encourages children to learn, discuss and share their thoughts and opinions which support them to form healthy relationships. Highly effective and wide ranging community partners.
- Highly effective and robust safeguarding and close partnership working with parents.
- All school staff create a positive, inclusive ethos where all pupils and members of the school community are welcomed, respected and valued.
- Children are continuously reminded to not only let grow and develop themselves but to support one another in ‘Preparing, Sowing, Growing’. We celebrate each other’s achievements (be they academic, extra-curricular or character-based) during Friday’s Celebration Worship with parents invited too.
- After-school clubs and inclusive events create opportunities for all members of our school community to represent the school and participate in extra-curricular activities.

Preparing Sowing Growing



The Vision of the School
Preparing, Sowing, Growing
 This is a picture of God’s Kingdom
 and our School: the transforming
 power of Christian life to impact
 individuals and through their
 changed lives, build community.

The Impact of Collective Worship

- [Worship](#) in our school takes on a variety of forms, bringing the whole school together as one family. Inclusive, inviting, inspirational worship recognises that children respond to different stimuli, for example contemplative, active, child and adult-led collective worship, and class led discussions about issues that impact upon our local and global community.
- Daily welcome words are used, interactively, at the start of every collective worship as an avenue to introduce the Holy Trinity. Nursery and Reception children also use liturgy through ‘Jack in the Box’ resources to aid participation and encourage a tool box of prayers. Each month has a [value](#) which allows us to explore a Bible story and reflect on its impact on our school life.
- Liturgical colours are used to signify the changing Christian calendar on our central worship table. Our worship display and bookshelf encourages interaction and engagement with the Christian value of the month.
- Our pattern of class based and whole school worship allows children greater opportunities to respond.
- We use the weekly Diocesan worship video which allows children to feel connected to the Church of England and festivals of the Church year. Mark who leads the sessions has also visited school on a residential and an RE visit and taken feedback from the children. The sessions allow for interactivity and feedback and are available on Seesaw for families to share, if they wish.
- Worship Council have used drama to help us enter into Bible stories and plan and lead monthly worship times for the whole school. Children have also made natural links from our values to our common life as a community e.g. when our Nursery children began, we used our value of ‘Responsibility’ to think through what it meant to care for and behave in a way which welcomed 3 year olds.
- Pupil Voice Council asked for a reflection area outside to provide children with opportunities to take quiet moments to reflect or pray, ponder questions, or just find peace and stillness. In our busy world, we value the chance for stillness to aid mindfulness and spirituality and encourage the children to take these moments. Parents helped us with the creation of this area on our School Grounds Morning in May 2023 showing a whole school community approach and modelling what it means to volunteer.
- Visitors provide our school with chances to meet and learn about people from different faith communities as well as the Christian faith. This enables them to question and discuss similarities and differences with respect, supporting their individual journeys of faith. We have visited other places of worship (Hindu and Sikh) as well as other traditions within Christianity (Wenlock Priory).
- We also use Picture News displays to enable children to ponder philosophical questions and link their beliefs, faith and worldview with issues impacting the wider community.
- We are involved in a [Prayer research project](#) to help the national church understand children’s attitudes to prayer and reflection.

Wisdom, Knowledge and Skills

- Highly experienced and skilled teaching staff team ensures a high-quality offer throughout the school, enabling children to flourish and live out the school’s Christian vision. Outcomes in 2023 were above the national average.
- Engaging [values-based curriculum](#) that is broad, balanced and inclusive with specialist teaching for PE, Music and Forest School and a wide variety of extra-curricular activities offered to all pupils.
- Vision and values underpin our approach to inclusion in supporting pupils with SEND. Bespoke approaches (e.g. use of Talk Boost, Nessy and Makaton) enable pupils with additional needs to access the curriculum whilst developing Speech and language, socialisation and learning behaviours.
- Early identification of vulnerable pupils with barriers to learning. Pastoral support, Mentoring, CBT-style sessions, Play therapy, No Worries (CBT) and Counselling in place to ensure pupils are nurtured and can flourish.
- Pupils involved in Archbishops Young Leaders Awards at KS1 and KS2 providing opportunities for personal growth.
- Learning is related to school values to provide context for the children, aiding them in knowing more and remembering more.
- Positive reputation within the local SEND team for the offer and support provided to those pupils and their families.
- Pedagogy and whole-school approaches to teaching and learning, including retrieval practice, supports children in being reflexive of the knowledge and spiritual and ethical dimensions within each subject area, helping them to know more and remember more.
- [Christian Distinctiveness](#) and spirituality and their links to our curriculum and practice are given prominence and priority in the School Development Plan each year, in line with our Christian vision and ethos.

Community and Living Well Together

- Our Mustard Seed vision underpins our [school values](#), which all have scriptural roots. Our positive behaviour policy promotes forgiveness and reconciliation. The positive relationships in our school recognise that “Preparing, Sowing, Growing” means that we are all learning what it is to live as family together and we will make mistakes.
- Daily worship is a chance for children to come together, say our welcome words and explore our monthly value. Class worship gives even quieter children the chance to develop healthy attitudes to debate and promotes discussion and reflection.
- Children are expected to be leaders—through participation in Archbishops Young Leaders Award but also through work with Shrewsbury Town Foundation to develop as Young Leaders—there is an expectation that children ‘give back’ and this is why Behaviour and Attitudes was Outstanding in the Ofsted report.
- Strong links with the wider church across the curriculum. Visits from clergy from other churches, as well as exploration of how other faith communities live together well e.g. trips to Hindu Temple and Sikh Gurdwara and experience of hospitality from other faiths.
- Extra-curricular opportunities for faith development and exploration (e.g. CPAS School Ventures in Year 4 and 5).
- Investment in pastoral care with support for families provided by Headteacher and School Office team offering a listening ear.
- Wrap around care is an extension of our school with the same vision and values, ensuring all children feel they belong to this additional community. Toddler group has been started to serve our local community.
- Strong PSHE promotes keeping safe at home, in the community and online.
- Everyone is encouraged to take part in school decisions through staff meetings, training, school councils and class debate.
- We are building on the legacy of supporting families with pastoral contact, food parcels and visits during Covid which has led to a positive view of school’s place in the wider community.

The Effectiveness of Religious Education

- The RE Co-ordinator (headteacher) and teaching staff undertake ongoing CPD and are provided with regular opportunities to disseminate this information to other staff, ensuring it is fully implemented and that RE is given appropriate prominence as a core subject.
- The RE Co-ordinator networks with other schools where good practice is shared, moderated and new ideas and pedagogy discussed.
- Detailed high quality schemes of work (RE Today) based on key questions enable children to understand, discuss and share the Christian faith and other world religions, with respect.
- [Teaching of RE](#) embeds the Church of England Statement of Entitlement for all children. Proactive engagement with other faith communities ensures inclusivity and is testimony of the positive relationships the school has with wider community.
- Effective assessment results in teachers and pupils being able to see progress and understand their next steps. Regular monitoring by staff, Governors and pupil voice shows that RE has a high status and the quality of teaching and learning is consistently good and much is outstanding.
- RE and our Christian values and vision are part of our school ethos and our curriculum allows all children to flourish, including SEND, vulnerable and high attainers.
- Core theological concepts are explored through religious literacy and pupils are given the opportunity to critically engage with texts.
- In EYFS, RE is effectively linked to and assessed within the Communication and People and Communities strands within Understanding the World.