

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Horwich Parish Church of England Primary School	
Address	Church Street, Horwich, BL6 6AA
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
Our vision is to be a school where everyone can achieve and 'let their light shine' both individually and collectively as a community. Learning to love each other as Jesus has loved us, respecting each other and growing into the people God has called us to be.
Key findings
<ul style="list-style-type: none"> • Leaders are wholeheartedly committed to living out the school's Christian vision. It is at the core of all decisions and ensures that all flourish. • Links with the parish church and wider community are a significant strength. The school is seen as the heart of the locality. It works to provide meaningful support and outreach in the local vicinity. • The exploration of diversity throughout the curriculum contributes to a secure understanding and respect for difference and ways of living. However, since the COVID pandemic, opportunities to explore the diversity of British society beyond school have been limited. • Collective worship is highly valued and central to the life of the school. It does not always provide opportunities to reflect on biblical stories in a way that directly impacts on behaviour and attitudes. • A consistent approach to the teaching of religious education (RE) provides pupils with a secure understanding of Christianity. Leaders' review of the current assessment arrangements has led them to plan a new scheme to further enhance learning in RE. The impact of this is not yet evident.
Areas for development
<ul style="list-style-type: none"> • Strengthen opportunities for pupils and adults to reflect thoughtfully on Bible stories as part of collective worship. This will ensure that lives are directly influenced and underpinned by the school's Christian distinctiveness. • Reinvigorate opportunities for pupils to enrich their understanding of cultures, world views and world religions. This is to enhance their understanding of difference and diversity in modern British society. • Strengthen the assessment system in RE. This will ensure that pupils understand their progress and know how to improve further.

Inspection findings

The Christian vision, known and lived out by adults and pupils, is central to life at Horwich Parish school. Leaders are passionate in promoting its Christian distinctiveness so that all flourish. The vision is the foundation for development plans, policies and decisions. Governors know the school extremely well. They visit regularly for a range of purposes including monitoring and consideration of wellbeing. Leaders are outward looking and have made effective use of support from the diocese. This contributes to further improvement. The vision is underpinned by well-established Christian values which influence interactions. These values are embraced with confidence by all. Pupils and adults are able to link them to relevant Bible stories.

The carefully constructed and varied curriculum is adapted to encourage all to shine. Pupils enjoy learning and know that their conscientious attitudes are valued. The whole community enthuses about the broad variety of reward systems throughout the school. Golden tickets and a specific award for demonstrating the values of love and respect are held in particularly high regard. Parents recognise that each unique individual is rightly appreciated for who they are. They know that specific learning needs and styles are accommodated to enable the best outcomes. Consequently, those who have special educational needs and/or disabilities (SEND) flourish.

Spiritual development is a high priority and has been thoughtfully promoted. It is woven throughout learning opportunities and the broader life of the school. Discussion and reflection are built into the curriculum ensuring that pupils have time to explore spiritual and ethical issues. For example, time to consider the beauty of creation is provided in geography lessons. This is then linked to individual responsibility to care for the environment. Adults confidently articulate the school's exploration of spirituality and its significance. However, some pupils are not secure in being able to explain its relevance and impact for them.

Prayer pervades all areas and is intrinsic to the rhythm of the school day. The school prayer encapsulates the vision. Sign language is used as it is recited, uniting the community in its inclusivity. A number of parents, governors and staff meet regularly to pray for current concerns. Adults and pupils are aware of this and value the support and impact it provides. The regular use of the parish church for collective worship serves as an inspirational place to come together. Worship imparts a rich variety of experiences. These include joyous singing and thoughtful prayer. Biblical teaching underpins worship. However, pupils are not yet consistently able to relate Christian teaching in worship to their own lives and actions. Pupils are regularly involved in leading and monitoring collective worship. Meaningful contributions, such as spontaneous prayer, enhance opportunities for spiritual reflection. Leaders have developed pupils' understanding of Anglican tradition and festivals that gives a pattern to worship throughout the year.

The school's values of love, respect and forgiveness thread seamlessly throughout the life of this community. They are spoken of with passion and are evident in actions and relationships. Pupils articulate their importance with ease and enthusiasm. They link these values to biblical stories such as the Good Samaritan. A profound understanding of respect means that all views are acknowledged and disagreeing well is commonplace. Consequently, behaviour is good and the community exudes harmony. Leaders have prioritised the appointment of a pastoral lead in the school. This provides timely and effective support where it is required. Consequently, parents, staff and pupils are rightly appreciative of the impact this has on wellbeing.

Diversity and difference are taught through a range of experiences. These include half-termly




explorations based on a specific book. Visitors include those from the Achievement, Cohesion and Integration Service to discuss the Holocaust. These interactions enable pupils to respect difference and to challenge prejudicial behaviour. Links with a school in Bolton and with Namibia are beginning to be rebuilt now as they were not able to be maintained through the COVID pandemic. As a result, pupils currently have little first-hand engagement with difference and diversity in wider British society. This limits opportunities for them to prepare for life in modern Britain.

The school, in living out its vision, shines brightly as a place of hope and help in the local community. Pupils feel empowered to bring about change. All are passionate about urban outreach. Purposeful fundraising, for example, providing items for the 'Christmas dinner on Jesus', is central to the life of the school. Initiatives, such as the forty acts of kindness during Lent, promote occasions to put the value of love into action. The supply of blankets for Ukrainians and growing food for local residents reflect wider generosity. There has been a powerful focus to develop understanding of how to challenge injustice. Exploration of many high-profile individuals such as Emily Pankhurst means that pupils recognise how they can be advocates for change. Representation on the national children's parliament is illustrative of how this school community is making a positive difference. Pupils' leadership groups, such as the Eco committee, are equally committed to implementing change.

RE plays an important role in the school's vision for a curriculum which promotes love, respect and forgiveness. Pupils' attitudes to RE are very positive and they are keen to learn. It is well-planned and delivered, securing progression and an understanding of key skills and concepts. Leaders are proactive in ensuring constant improvement. As part of this, they acknowledge the need to develop assessment systems going forward. Pupils demonstrate good knowledge of key Christian beliefs and can relate them to their own experiences. Their knowledge of how faith influences the actions of others is well-developed. The curriculum ensures that pupils learn about other world faiths in addition to Christianity. They can make appropriate links such as comparing Passover to the Eucharist. However, pupils' understanding of religions other than Christianity is narrow, including opportunities to visit places of worship.

At its heart, Horwich Parish School is a caring and proactive community. The embedded Christian vision is central in securing the flourishing of all.



	The effectiveness of RE is		Good	
	<p>Teaching and learning in RE are good. Successful teaching springs from a rich programme of continued professional development, with diocesan support. Assessment is not always sufficiently rigorous resulting in lost opportunities for improvement. However, there are planned new curriculum and assessment changes to address this. Pupils are able to reflect on their learning so that they understand how to improve. As a result, all pupils, including those with SEND, make sound progress in RE.</p>			
Information				
School	Horwich Parish Church of England Primary School	Inspection date	17 May 2023	
URN	105233	VC/VA/Academy	Voluntary aided	
Diocese/District	Manchester	Pupils on roll	329	
Headteacher	Deborah Mills			
Chair of Governors	Sue Baines			
Inspector	Joanna Brookes	No.	2110	