

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Parochial Church of England Primary and Nursery School, Ashton-under-Lyne	
Address	Keppel Street, Ashton -under-Lyne, OL6 6NN
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

School's vision
'Parochial Cares' our mission is to prepare children for the future by living, learning and growing together in God. 'To live life...life in all its fullness' (John 10:10)
Key findings
<ul style="list-style-type: none"> • The deeply Christian vision underpins every aspect of school life and leaders use it to guide decision-making. Governors have begun to evaluate the impact of the vision on the flourishing of pupils and adults, but this is not yet thoroughly established. • A rich and challenging curriculum, threaded through with big questions and myriad opportunities for reflection, enables all pupils to flourish spiritually as well as academically. • Positive relationships, and behaviour managed through reconciliation and forgiveness, enable excellent behaviour. This prepares pupils 'for the future by living, learning and growing together in God'. • Pupils enjoy, and are inspired by, collective worship, and have opportunities to take part. They are not currently involved in leading and developing worship opportunities, and not every child fully understands that there is an invitation, rather than expectation, to pray. • The carefully planned and sequenced religious education (RE) curriculum effectively develops pupils' knowledge and understanding of different faiths.
Areas for development
<ul style="list-style-type: none"> • Embed regular and rigorous monitoring by the governing body, so that they can fully evaluate the impact of strategic decisions on the flourishing of pupils and adults. • Enable pupils to lead and develop collective worship so that they flourish spiritually. • Clarify for all pupils that they are invited rather than expected to pray during collective worship, so that all feel fully included.

Inspection findings

'Parochial Cares' is at the very heart of this wonderfully warm and welcoming school. The care and respect that each staff member has for every pupil and family is palpable. As one parent said, 'You just know that they are there for you.' This level of trust in the school and its vision for pupils 'of living, learning and growing together in God', leads to every child flourishing. Leaders have deeply embedded the vision, using Christian values to exemplify it. The vision upholds the work of the school and guides the decisions that leaders and governors make. Governors are supportive and knowledgeable about the work of the school. They have begun to evaluate how their decisions, led by the school vision, enable pupils and adults to flourish. This is a recent area of development, and so is not fully embedded. Strong, supportive bonds within the Forward as One Multi-academy Trust (MAT) also enhance the work of the school. School leaders and staff benefit from access to a range of development activities, including challenging leadership courses. The vision of the MAT complements that of the school by embracing all members of the community within its 'one body'. This sense of belonging and the support given, contributes to adults giving their best. Leaders have formed effective partnerships with local churches and the mosque, and clergy regularly lead worship in school. Such partnerships encourage spiritual growth and lead to the flourishing of pupils and adults.

The curriculum is another particular strength at the school. Leaders have skilfully woven the vision through each subject. The result is a curriculum rich in opportunities for spiritual development and reflection. It is broad, balanced and ambitious. Carefully sequenced concepts challenge pupils, and lead to academic growth, especially at Key Stage 2. 'School teaches you about the world and helps you to fit into the future,' is the way one child expressed it. Pupils feel secure with teachers, so are able to risk making mistakes and know that they will learn from them. As one child put it, 'We learn from others' mistakes and reflect on our own'. The school makes excellent provision for pupils needing additional support with learning, or with behaviour so that they can access learning. This is evident in the learning outcomes for pupils, with those most vulnerable making exceptional progress. Pupils take pride in their work and are very proud of their school. They enjoy learning and all blossom as a result. Staff also are proud of the experiences they provide for each child. Adults grow spiritually in their varied roles because of the positive difference they make. Leaders regularly monitor and evaluate the curriculum to ensure that it continues to develop and further enhances pupils' experiences.

At Parochial, there is a real sense that 'living, learning and growing together' is the route to a bright future. The curriculum, permeated by the vision, includes many opportunities to develop positive character attributes such as respect for others. A child said, 'We accept everyone no matter who they are'. Pupils especially benefit from the way the school supports behaviour using the Christian values of forgiveness and reconciliation through restorative practice. Everyone linked to the school, including parents, can explain the beneficial effect of this approach. Behaviour is exceptionally good but leaders are determined to enhance it still further. They are steadily empowering every pupil to use a series of thoughtful questions when there is a disagreement between peers. This enables pupils to develop the language needed to explain alternative points of view and disagree well. Staff tailor support for pupils because they know and understand each one as a unique individual. Parents value this aspect of school above all others. They know that if they have issues at home, their child and the whole family can expect support from school. Staff clearly explain how they identify pupils who might need support with their mental health. They are quick to provide what each child needs to ensure that they continue to thrive. Pupils are well aware of differences and diversity

due to learning in personal, social and health education (PSHE) lessons, which is guided by the vision. They celebrate difference while acknowledging that which all people have in common. They know that bullying and discriminatory language, though rare, are never tolerated in school.

Leaders plan collective worship carefully so that it links directly to the vision. A focus each term on a part of the vision ensures that pupils thoroughly understand how it affects their lives. All pupils flourish through inclusive, varied and thoughtful worship opportunities. Leaders choose pupils to be part of presenting worship. However, pupils do not currently lead and develop it. Year 5 and 6 pupils express a desire to be more involved. They recall how much they learnt 'from the big children when we were the little ones'. Pupils enjoy worship and what they hear regularly inspires them to take social action. This includes writing a letter to reassure a famous sportsperson that despite losing, they tried their best, and adopting an animal at risk of extinction. Leaders intend that prayer is invitational. However, there is some confusion about this among pupils. Some pupils lack clarity in understanding the difference between showing respect during prayer and taking part. They interpret being reminded by a teacher to behave appropriately and with respect, as 'having to pray'. Leaders enable pupils to pray outside of worship by setting aside spaces in school and in the outdoor prayer garden. Some pupils take up these opportunities and some share the school prayer at home.

Effective RE leadership and a thoughtful, challenging curriculum enable all pupils to flourish theologically and philosophically. Leaders prioritise RE appropriately and regularly evaluate the subject. This enables them to provide targeted support to develop staff. RE lessons provide pupils with a safe space to explore a variety of religions and world views through challenging big questions. Together with learning opportunities in the wider curriculum, it ensures a global view. RE provides additional opportunities to explore how pupils can take responsibility for change through social action. They learn about, and are inspired by, advocates from the past and present. They are concerned about climate change in God's world, and motivated by hearing about people in need. Pupils link this learning to the ways Jesus helped people and choose to support a local hospice during difficult times. Effective assessment enables teachers to address misconceptions.

Information			
School	Parochial Church of England Primary and Nursery School, Ashton-under-Lyne	Inspection date	6 March 2023
URN	146703	VC/VA/Academy	Academy
Diocese/District	Manchester	Pupils on roll	207
MAT/Federation	Forward as One CE Multi Academy Trust		
Headteacher	Louise Thompson		
Chair of Governors	Laura Farnworth		
Inspector	Melanie Barratt	No.	2104