



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Souls' Church of England VC Primary School, Heywood	
Address	Rye Street, Heywood, OL10 4DF

School vision
<p>'be the good soil' Mark 4:1-20 'a place to grow'</p>

School strengths
<ul style="list-style-type: none"> • Every decision and action are rooted in the deeply embedded Christian vision. It unites the community in a shared desire to ensure people can grow and flourish together. As a result, pupils thrive. • There is a carefully designed curriculum where pupils are challenged and given the tools to think, reflect and learn. This results in pupils working hard and enjoying coming to school. • The aspirational leaders understand and cherish their community. They ensure that the pupils have every opportunity to develop and achieve their personal learning goals. • Collective worship provides one of many deeply valued spiritual spaces. It is meticulously planned and evaluated. The well-embedded 'windows, mirrors, and doors' approach to spirituality and personal development ensures pupils are given time to reflect and challenge themselves. • The dedicated leaders have developed a rich curriculum that builds on prior learning and challenges thinking. This results in high-quality religious education (RE), which provides a safe space and rich opportunities to think about life's big questions. • The deeply embedded culture of Christian love and respect transcends all areas of school life. Pupils and adults feel comfortable and safe to share their own beliefs and views.

Areas for development
<ul style="list-style-type: none"> • Enhance the opportunities for spiritual development by exploring openings within the newly created parish structure. This is so that pupils' lives continue to be enriched through fruitful partnerships with the local church community.

Inspection findings
<p>The school's Christian vision to 'be the good soil' lies at the heart of the entire work of the school. It is understood by the school community. Underpinned by Mark 4:1-20, 'a place to grow', drives the work of the senior leaders, governors, and staff. They ensure the foundations, from which everyone can grow, are effective and of the highest quality. This is seen, for example, in the carefully crafted curriculum, which is inclusive and sequential. The Christian vision inspires pupils to believe in themselves and their God-given abilities to achieve their best. There is a real sense of unity in this vibrant, supportive community. The vision is underpinned and enhanced by eight Christian values identified as important by the staff and pupils. These Christian values are taught and given context</p>



during collective worship. They encourage positive approaches to behaviour management and help to develop pupils' characters and spiritual lives. The result of this is that pupils and staff work hard to enable everyone to develop and grow.

The curriculum is underpinned by the Christian vision. Each area is carefully crafted to meet the needs of the pupils. As well as building on prior learning, it is aspirational and challenging. Vulnerable pupils and those with special educational needs and/or disabilities access the curriculum. They are excited by each subject and are supported effectively. Pupils work hard and value opportunities to help each other to grow. The shared language of spirituality, 'windows, mirrors and doors', supports and weaves its way through the whole curriculum. It is enhanced by learning both inside and outside the classroom. Each pupil has a passport where they record their experiences. These include visits, being healthy, and extra-curricular activities.

Collective worship is a central part of the school day. Pupils and staff highly value the time together. They appreciate the opportunities they have to think and reflect. Leaders provide meticulous planning, which incorporates many enriching experiences. Its impact is carefully evaluated using the 'windows, mirrors and doors' approach. Those who lead worship are well-supported and prepared through focused training. All Souls' Church has recently closed and the parish church is now further away. Opportunities to work together within the new parish structure are being explored and are in their early stages of development. The adopted approach to spirituality is reflected in worship and is based on Christian values. These are explicitly taught through Bible stories and illustrations. These shared values help pupils to be confident and resilient in their daily lives and learning. Prayer is the heartbeat of the school. There are many opportunities around school to write prayers and to share them during worship. The wellbeing and good mental health, of both pupils and adults, are taken extremely seriously by leaders and governors.

Relationships are underpinned by Christian love. The carefully crafted curriculum for relationships and health education effectively promotes the mental health and wellbeing of pupils. They have access in class to a mood tracker app which alerts their teacher to any concerns. Adults feel their mental health and wellbeing are supported through leaders' focus on workload and help at times of need. Staff work as a cohesive team, offering help, and encouragement to each other. Working in an environment of dignity and equality, staff are positive role models to pupils. This enables them to live well together. Positive behaviour is promoted by a calm and purposeful learning environment. The shared understanding of spirituality underpins the behaviour strategies. This is a result of relationships which are built on trust and mutual respect. Pupils and staff feel safe in this school. They are supported with Christian love and compassion.

Pupils are acutely aware of their personal responsibilities within the school community. There are many and varied opportunities for pupils to be part of decision making. The pupil governors report termly, during full governing body meetings, ensuring their voice is heard. Pupils' participation in groups, such as the school council, enables them to feel valued and trusted partners in school leadership. They know that their shared decision making helps create a school that is a happy and enjoyable place to be. They clearly articulate and demonstrate the importance of being good role models to younger pupils. As agents of change, they are eager to undertake social action projects within school, locally and globally. Being the recipients of two different awards for social action are examples of this. Pupils speak passionately about their need to take care of the planet and demonstrate this through action.

RE has an exceptionally high status in school. As a result, pupils are well equipped to understand others and thrive in our richly diverse world. One pupil spoke of what he had learnt in RE about being a Muslim. He described the respect he now holds for a friend who is fasting during Ramadan.

Strong partnership work and impactful training guarantee the school supports the development of themselves and others. Leaders ensure that RE is planned sequentially and tailored to meet the needs of the school. Consequently, teachers are well-equipped, and lessons are well-resourced. Pupils speak enthusiastically and have a good understanding of a range of world religions and views. Pupils see RE as a safe place to discuss ideas and think about big questions. Being the good soil, growing and flourishing are the heartbeat of this close knit school community where the Christian vision equips and sustains.

The inspection findings indicate that All Souls' Church of England Primary School is living up to its foundation as a Church School.

Information			
Inspection date	14 March 2024	URN	105811
VC/VA/Academy	Voluntary controlled	Pupils on roll	237
Diocese	Manchester		
MAT/Federation			
Headteacher	Gaynor Rennie / Lisa Pearson		
Chair	Trevor Brown		
Inspector	Angela Knowles	No.	497