

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints' Church of England Primary School, Hamer	
Address	Maud Street, Rochdale, OL12 0EL
School vision	
<p>At All Saints' we aim for every unique individual to flourish like the seeds in good soil and strive to support others to do the same. God, who sows his seed of love, helps us to build a better, more caring and fruitful world. This is rooted in Mark 4:8.</p> <p>'Seed fell on good soil. It came up, grew and produced a crop, some multiplying thirty, some sixty, some a hundred times.'</p>	
School strengths	
<ul style="list-style-type: none"> • The biblical roots of the school's Christian vision are highly pertinent to the context and needs of the school community. The way the values are lived out, inspires pupils and adults and fills them with confidence and aspiration. • The broad, rich curriculum is accessible to all and is strongly underpinned by the vision and values. Pupils experiencing barriers to learning are skilfully supported which ensures they progress and achieve. • Excellent relationships and a firm commitment to health and wellbeing create a safe, yet aspirational, culture. As a result, all are nurtured, valued and are able to flourish and succeed. • Collective worship is highly inclusive and valued as a time to come together, reflect and explore the vision and core Christian values. This results in pupils' spiritual growth. • Religious education (RE) is planned sequentially, meaning pupils have a developing understanding of Christianity and a range of world faiths. The enquiry-based approach to learning allows pupils to explore 'big questions' and their own beliefs. 	
Areas for development	
<ul style="list-style-type: none"> • To extend wider church links to further develop collective worship. This will support pupils with a deepening of their spiritual development. • To identify and exploit curriculum opportunities to inspire pupils to be global agents of change. 	
Inspection findings	
<p>All Saints Primary school is a warm, welcoming community. It serves the academic and emotional needs of its pupils with determination and love. The Christian vision and six values underpin the work and life of the school. They are highly relevant to the circumstances in which the school exists and provide hope and aspiration for the future. Pupils sing out the values with pride. They explain the impact of being kind, staying true to yourself and showing respect. The biblical roots of the vision drive leaders and staff to be the 'fertile soil.' This means all are nurtured, grow and flourish. The growth is evident in the academic progress pupils make from their starting points. They</p>	



approach points of transition, including to high school, with the necessary skills and confidence. The vision, values, and high expectations of leaders, including governors, encourage staff to challenge themselves and develop professionally. They engage with a range of training to develop both within and beyond the school. Pupils and their families view them as positive role models.

Staff know and understand the needs of their pupils well. Leaders deploy resources to put interventions and support in place for those who have special educational needs and/or disabilities (SEND). Parents correctly say staff help pupils overcome obstacles and become independent. The family worker provides valuable pastoral support for pupils and practical advice for families, for example, around housing issues. The school curriculum is founded in the roots of the vision and provides pupils with a rich diet of knowledge and experiences. This contributes to their growing spirituality. Visits to the theatre, the countryside and the beach build cultural capital and a connection with the natural world. Pupils in the early years wonder with amazement at the moon in the daytime. Extra-curricular clubs allow pupils to develop healthy lifestyles through sport and a love of nature when gardening. Curriculum opportunities to inspire pupils to be global agents of change are not sufficiently identified or exploited.

Collective worship is a focal point in the day where all are invited and included. Planning stems from the values and ensures a regular exploration of the vision. The linked church community, including foundation governors, enhance worship development by leading worship in school and developing provision with staff. The 'Ethos Committee' eagerly contribute to daily worship. They write and read out prayers and enthusiastically lead the school in songs of worship. Areas of reflection, and a prayer tree, provide moments of stillness and opportunities for private prayer. As a result, some pupils choose to pray at home, for example, before meals. Leaders engage well with the local diocese and school leavers attend a celebration worship in Manchester Cathedral each year. As a result, pupils and adults flourish spiritually. Opportunities to develop worship with the wider church community are presently limited.

The way the vision and values are lived out ensures All Saints is a happy school community. Staff feel well supported by leaders, saying they want them to be the best they can be. They feel they are making a difference to pupils' lives. They say, 'We are the nurturing soil, they are little seeds. We are all growing.' Relationships across school are characterised by kindness and respect. Robust pastoral support systems ensure positive mental health is a priority. Pupils know who to ask for help and use a worry box to communicate their feelings. 'Playground Pals' attend training to enable them to look after their peers at break times. Members of the school community feel well supported during difficult times. Parents praise the way staff listen to them, for example, during times of bereavement. Pupils who struggle emotionally have access to the family worker and a reflection garden. Bespoke interventions, for example, the 'ELSA' programme support emotional development. Additional expertise is accessed when needed, including counselling services.

The Christian vision ensures everyone in this school feels accepted, safe and comfortable to be the person they want to be. Relationships and health education (RHE) allows difference to be celebrated. Pupils recognise the diversity within school and are proud of how everyone is treated as equals. They are not afraid to challenge injustice and cite historical racial segregation as an example. They speak with maturity about different kinds of families. The 'Eco Council' are passionate about protecting the environment. They say, 'God gave us the world to live in, we need to look after it.' Pupils organise litter picks and plant trees in the community. They instigate social action projects, for example, collecting supplies and provisions to send to Turkey following an earthquake. The culture of responsibility results in school supporting a local foodbank, the World Care Foundation and Children in Need. Leaders actively embrace partnership working and participation in a diocesan project impacts on the Christian distinctiveness of the school. The school uses the 'Linking Project' to make connections with a school in a contrasting context. This gives pupils a wider understanding

of diversity and difference.

RE has high priority in the school's curriculum and development plans. Clear sequencing of knowledge and well-planned provision ensure the RE curriculum is effective. It is a rich and creative expression of the Christian vision. Critical engagement with biblical text gives pupils a good understanding of Christianity as a global world faith. Pupils respond with interest and confidence to deep and challenging questions. They sensitively discuss faith, their own beliefs and the core beliefs of Christianity, for example, the concept of creation. The well-balanced curriculum gives pupils an appreciation of diversity and an understanding of a range of religions and worldviews. Pupils visit local churches and learn about Anglican worship traditions and practices. They identify similarities and differences between faiths and visit a Mosque to learn about Islam. Pupils proudly share their own experiences and views. They have a sensitive and age appropriate understanding of the impact of prayer across a range of religions. As a result, they gain an understanding of differences in how people worship. Staff access training from the diocese and visit other schools to observe good practice. Consequently, they feel confident and teach the curriculum effectively.

RE is well led and managed. Clear priorities for RE are identified and monitored in a systematic way. This leads to continuous improvement and impacts on the quality of teaching in RE, which is strong. Pupils develop knowledge through an enquiry based approach. The RE assessment system indicates a clear progression of skills.

The inspection findings indicate that All Saints Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish.

Information			
Inspection date	20 November 2023	URN	105829
VC/VA/Academy	Voluntary aided	Pupils on roll	220
Diocese	Manchester		
MAT/Federation			
Headteacher	Sharon Hardy		
Chair	Cathryn Francis		
Inspector	Anne Barker	No.	959