

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Little Heaton Church of England Primary School	
Address	Boardman Lane, Rhodes, M24 4PU
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
<p>'All things are possible for those who believe.' Mark 9: 23</p> <p>With love and respect to God, others and ourselves; our values bring clarity in our everyday actions, curriculum, and lives. Learning together we grow in faith, love, respect, resilience, aspirations, trust and honesty. These values bond together our faith with our intent to provide a holistic education for every child.</p>
Key findings
<ul style="list-style-type: none"> • Following a long period of instability, transformational leadership means that the school is now distinctively Christian in character. The aspirational vision and associated values are driving decision making and impacting positively on the lives of pupils and adults. • The school's vision now has a positive impact on vulnerable pupils' aspirations and enthusiasm to learn. However, a small number of pupils do not always flourish in their learning. • Character development is a strength of the school. Pupils are able to speak out about injustice, argue the importance of equity and advocate for change. • Collective worship plays an important part in developing pupils' spirituality. Opportunities to further enhance spirituality, for example by more pupils planning and leading worship, are underdeveloped. • Pupils speak positively about their learning within religious education (RE). They value the opportunities given to discuss their own views and to learn about a range of world faiths. Some opportunities to develop age-appropriate skills are missed.
Areas for development
<ul style="list-style-type: none"> • Ensure that the school's vision is more clearly reflected in the curriculum offer so that it meets the needs of all learners to enable all pupils to flourish. • Develop explicit opportunities for spiritual flourishing to enhance curriculum planning, pupil-led worship and the use of reflection areas. • Review the RE curriculum to ensure that pupils are always given age-appropriate opportunities to develop their understanding of religions they study.



Inspection findings

The new leadership team courageously live out the school's Christian vision and values. The recently formed governing body are deeply involved in the life of the school. They meet regularly with staff, parents and pupils and monitor rigorously the effectiveness of the school as a Church school. As a result of the recent changes in leadership, the culture at Little Heaton is transformed. The extent to which the school's values of resilience and aspiration are deeply embedded after such a short period of time is striking. Pupils are clear that the vision, 'All things are possible for those who believe' is extremely important to them. They describe how 'it helps us to achieve'. Newly introduced 'Values Awards' encourage pupils to take pride in their improved resilience and consequent achievements, both academic and personal. Pupils and adults recognise and delight in celebrating the success of others. Reflecting the school's vision, there is now a powerful culture of aspiration at Little Heaton. Pupils learn about a range of role models including Bible characters such as Noah and historical and current leaders. This helps them to understand that 'all things are possible' for them. As a result, they confidently describe their personal ambitions and aspirations. These include 'going to university', wanting 'to be a headteacher' and planning to 'follow in the footsteps' of their favourite authors.

Leaders, including governors, prioritise wellbeing and a sense of belonging. They ensure that, notwithstanding the recent significant change in the makeup of the pupil body, everyone feels they belong. This is evident in the lengths staff go to aid families with paperwork, accessing funding and understanding how to support their child's learning. It is equally evident in the way that staff speak about the support they receive from leaders. Pupils who are new to the school tell of their warm welcome. They are grateful that 'there's always a teacher to greet us and check on us and there are bagels for anyone who wants one'. Pupils know that they are loved. They trust that school staff will always look after them.

Recent changes to the curriculum mean that pupils are now being prepared well as global citizens with a good understanding of difference and diversity. Relationships education is a strength of the school. Pupils understand the importance of healthy relationships and know how to keep themselves safe. They also speak with deep understanding and respect about celebrating 'Pride' month and the importance of equity and equality. Pupils explain how, as part of the geography curriculum, 'we learn about other cultures. We often connect our RE learning to the people in that country.' Pupils are eager to learn more about those whose cultures, backgrounds and beliefs are different from their own. This is evident in the books they choose from the newly stocked library and their relationships with one another. The sense of belonging and celebration of difference significantly contribute to the flourishing of pupils and adults at Little Heaton. Pupils are taught well how to recognise and challenge injustice. As a result, they courageously speak out against and look for ways in which they can tackle issues they feel strongly about. For example, one group independently made and sold jewellery to fundraise for the World Wildlife Fund's work with endangered species. Equally, following the eco team's passionate sermon about climate change, All Saints' Church is now on its own eco journey.

The new behaviour policy, rooted in Jesus' teaching 'to love one another', is a beautiful reflection of the school's vision and values. Expectations are now high and consistent. Compassion, forgiveness and reconciliation are becoming the norm and unite all members of the school community as a loving family. Support is now in place to overcome barriers to flourishing for the most vulnerable members of the school community. For example, newly appointed staff, supported by governors and external partners, are providing life-changing support for pupils with complex needs. Leaders are determined to improve the flourishing of

all pupils by deepening their learning, whatever their age or starting point.

Collective worship at Little Heaton provides a meaningful time to gather together in class groups or as a whole school community. The school's strong relationship with All Saints' Church enhances worship for both the school and church communities. Staff, pupils and their families speak warmly about how the relationship with the church enhances their wellbeing. For example, church-led wellbeing sessions are offered at school for pupils and adults. Pupils and staff have a shared understanding of spiritual development, thanks to the recently introduced 'windows, mirrors and doors' reflection techniques. It is an important part of collective worship at Little Heaton. Pupils, from a range of faiths and backgrounds, speak powerfully about the impact that collective worship has on their lives. They are afforded useful opportunities to be still, to reflect and to pray (if appropriate). The effective use of weekly 'big questions' is important in developing pupils' spiritual development and inspiring action. The 'Little Heaton Lions' enjoy leading collective worship, courageously guiding their peers. Pupils enjoy these worship sessions. However, pupil evaluation of worship is not yet well developed. There are very few opportunities for a wide range of pupils to plan or lead worship. Elaborate reflection areas in each classroom are used effectively for class worship but their use is underdeveloped at other times. Opportunities for spiritual development in the wider curriculum, beyond collective worship, are sometimes missed.

Pupils at Little Heaton enjoy RE lessons which offer them an opportunity to debate questions to which there is no right answer. Pupils have a good understanding of elements and teachings of Christianity. They are able to compare and contrast this understanding with the different faiths they have studied. They recognise similarities and speak respectfully about differences. However, pupils' flourishing in RE is impeded by a lack of challenge in the curriculum. Following rigorous monitoring by new leaders, the school is aware of the improvements required and has robust plans to address them.

Leaders, including governors, are highly ambitious for the further development of Little Heaton as a Church school. They have a clear and accurate view of the strengths of the school and areas for development. Strategic partnerships, including with the diocese, support leaders' plans to ensure that 'all things are possible' for all at Little Heaton.

Information			
School	Little Heaton Church of England Primary School	Inspection date	30 June 2023
URN	105812	VC/VA/Academy	Voluntary controlled
Diocese/District	Manchester	Pupils on roll	192
Headteacher	Sian Hamer		
Chair of Governors	Kate Ford		
Inspector	Charlotte Tudway	No.	2115