

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Boothstown Methodist Primary School

6 Chapel Street, Boothstown, Worsley, M28 1DG

Current SIAMS inspection grade	Outstanding
Methodist District	Bolton and Rochdale
Previous SIAMS inspection grade	Outstanding
Local authority	Salford
Date/s of inspection	18 May 2017
Date of last inspection	9 March 2012
Type of school and unique reference number	105942
Headteacher	Karen Armfield
Inspector's name and number	John Horwood 177

School context

The school is an average-sized primary school with early years provision provided by a full-time Nursery class and a Reception class. The proportion of disadvantaged pupils is below average. The proportion who have special education needs and/or disabilities is average. The vast majority of pupils are White British and only a very small proportion speak English as an additional language. Boothstown Methodist Church is close to the school. The minister is a foundation governor at the school. The school was judged to be good in the Ofsted inspection in October 2015.

The distinctiveness and effectiveness of Boothstown Methodist Primary School as a Methodist Church school are outstanding

- The headteacher leads by example in promoting Christian values to ensure that pupils' personal development and well-being are at the highest priority whilst academic skills continue to rise.
- The vision of the school leaders is rooted in distinctive Christian and Methodist values of worship, learning and caring, service and evangelism and leads to a secure and effective learning environment where behaviour and relationships are excellent.
- The self-evaluation of the school's effectiveness involves all groups in the school community. Their application of the values of service and respect leads to effective strategies to meet the needs of all pupils in this inclusive community.
- The strong and effective partnership with the Methodist circuit and the local church community contribute well to school life and the spiritual, moral, social and cultural development of pupils.
- Collective worship and religious education are well-managed and given high priority within the school and contribute well to pupils understanding of Christianity and of the work of John Wesley.

Areas to improve

- Extend pupils' understanding still further by providing more opportunities for them to learn about Christianity as a multi-cultural world faith.
- Introduce the concept of God as Father, Son and Holy Spirit at an earlier stage of pupils' education, using appropriate resources and methods, so that they develop a greater understanding of the Trinity as they move through the school.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Christian values are fundamental to the life of the school and, in leaders' own words, they put values at the heart of education. The leaders encourage the values that John Wesley established, such as compassion, justice, generosity and friendship which confirm the importance of every individual in the school community. Parents praise the way that these are promoted by the headteacher and staff who are always readily available to talk to them if they have any concerns. Many say that they chose the school because it is a church school. One parent, who initially had made the school their second choice, explained that in a subsequent year they declined a place for their child at their original first choice because they were so satisfied with Boothstown Primary. Parents and pupils all arrive at the school gate to be welcomed by the headteacher and they say that the caring and loving ethos that pervades the school is immediately visible. Some younger children are so eager to get into school that they 'drag' their parents through the entrance. Pupils confidently talk about the Christian character and values in the school and how it has become natural for them to be respectful and to support others if needed. The Christian character of the school is very evident especially in the main hall which is also used for worship. In addition to the large cross on the wall there are art displays from a project funded by the church community. The promotion of love and care is evident throughout the school and leads to excellent relationships and support. This also results in pupils' regular and improving attendance at school as well as the elimination of exclusions in recent years. Pupils' mutual understanding and respect for each other have resulted in excellent behaviour. This, in turn, results in an excellent learning environment where every pupil is able to make good progress and be well-prepared for moving to the next stage of their education. Staff feel valued and they love being at the school because everyone works as a team. They appreciate the excellent relationships that exist throughout the school and recognise this is due to the school's values that are promoted so well. The values of compassion and friendship provide strong support for staff and pupils. This has been seen throughout the school at times of bereavement or personal difficulties. Religious education (RE) is given a high priority in the school and is seen as important by staff and pupils. Pupils find lessons enjoyable and challenging. Pupils' spiritual, moral, social and cultural development is very well supported by the excellent opportunities provided during RE lessons. Pupils regularly use the outdoor learning environments which provide space for them to explore God's creation, care for it and reflect in quiet spaces. This helps them develop their own spirituality. Pupils develop their understanding of Christian traditions through the RE curriculum, collective worship and visits to the nearby Methodist church. Pupils also recognise the importance of Christian values throughout the school and how these reflect the work of John Wesley and the Methodist values he promoted. School leaders are aware of the limited diversity within the school and the work they do with other schools and the visits to other places of worship have a positive impact on pupils' understanding. They have correctly identified the need to provide further opportunities to explore Christianity as a multi-cultural world faith through the curriculum, a wider range of visitors to the school who lead collective worship and additional places that pupils visit.

The impact of collective worship on the school community is outstanding

All pupils and adults recognise collective worship as an important part of the distinctive Christian/Methodist character of the school. Bible stories are regular features of worship and pupils are able to explore these further in lessons and link them to the life of Jesus. They can also relate these to the school's core values and to events in their own lives. As a result, the pupil-led worship council, which comprises a group of key stage 2 pupils who are elected by their class members, support the school worship policy and the Christian values within the school. Members of the worship council inspire others to reflect on problems around the world. They respond with concern, raising money for people who are less fortunate than themselves. They proudly wear their Rota Kids badge in recognition that they work with the local Rotary club in promoting 'Service Before Self'. Worship council members fulfil the pledge to be fair to all, to serve the community and to show respect for others. They do this by supporting each class to identify and support local, national or global charities. Members are very proud of the file containing records of their work and their successful fund raising. All pupils attend collective worship which is led on a rota basis by school leaders, staff, clergy and special visitors. Leaders provide opportunities for pupils to worship meaningfully so that pupils can consider spiritual and moral issues as well as exploring their own beliefs. A specific Christian value is chosen each half-term as the focus for collective worship to make worship meaningful. At the time of the inspection, the value of perseverance was chosen in order to support pupils during their SATs which were taking place. The restricted space in both the church and the school hall limits opportunities for parents to attend worship but they are able to attend the major Christian festivals and some class assemblies. Both pupils and parents are involved in special events, for example, around Easter. Close links with the church help pupils understand about Christian traditions and especially Methodist practice. They are very aware of seasons of the Church's year and Christian festivals. During collective worship, all the pupils demonstrate excellent behaviour and attitudes and staff demonstrate the values of love and care in providing sensitive support. In the act of worship observed during the inspection, all those present joined in the prayers and the singing. The headteacher promoted

the Methodist tradition of singing by demonstrating her love for music and playing a musical instrument. She also related this to the values of perseverance and friendship by explaining that she was, with her friends, supporting a charity fund raising event for a girl who was persevering in spite of physical difficulties. The involvement of pupils and other stakeholders in collective worship is embedded into school life. Every pupil knows that they can join in with worship and that prayer is an important part of their own spiritual journey. They are able to talk about past acts of collective worship and how they related to their every-day life. Pupils confidently join in with the prayers and they talk confidently about the local church where they go for the main Christian festivals and they have developed a close relationship with the minister and the youth worker who are regular visitors. These links support their greater understanding of the Christian faith. Older pupils demonstrate an understanding of God as Father, Son and Holy Spirit but this is not yet developed sensitively and in meaningful ways earlier in their school life. Governors monitor the impact of collective worship and use this to inform future worship experiences. They often attend collective worship. Parents see collective worship as an integral part of the school day and they welcome the involvement they have in church services.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher provides excellent leadership for this church school. Her vision to ensure that Christ's teaching is at the heart of everything leaders do for the school community is fully supported by staff and governors. Leaders are committed to ensuring that pupils have opportunities to worship and that they understand and demonstrate their mission of caring for each other to enable learning and achievement to follow. The headteacher and governors have worked together, consulting all stakeholders, to develop the strategic direction of the school and to ensure that the best learning opportunities are provided for all pupils. The focus from the previous inspection was to ensure that the school is able to maintain its outstanding practice through a time of significant change. This single action has successfully been addressed. Leaders have ensured that Christian values are given high priority and this is reflected in the confidence that everyone talks with about the values that guide the strategic direction of the school. The whole school community acknowledges that the impact of the school's Christian character is exemplified in both pupils' academic achievement and their spiritual, moral, social and cultural development. Governors confirm that being a church school is fundamental to their vision and to school improvement. The governing body has a good mix of skills and the foundation governors include experienced governors as well as the current minister. These, as well as other governors, are often in school to gain first-hand experience of school life. Staff and governors identify the strong links between collective worship themes and the RE themes which contribute to pupils' secure understanding of Christian values and to their own spiritual development. Neither leaders nor governors accept 'standing still' as an option and always strive to improve further. Leaders know the school well, understand its future leadership needs and plan to meet them. This is exemplified by the current headteacher whose skills were developed as a deputy headteacher to become a very effective headteacher. In turn, she ensures that her deputy can confidently and ably lead the school if necessary. The very strong partnership with the minister and the church community provides ongoing support for the Christian character of the school. The excellent relationships developed with the church community have led to substantial mutual benefits through the sharing of resources and working together. Parents are seen as an integral part of the school and they know and trust both the school and minister. They recognise the many Christian values promoted in the school and especially how staff have developed the values of love and care in their children. There are good links to the Methodist district through the minister and youth worker as well as direct links from the headteacher which ensure that pupils understand Methodist traditions. The RE leader and the headteacher attend Methodist conferences and curriculum training which ensures that pupils benefit from up-to-date and effective guidance in RE.

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