



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Andrew's Methodist Primary School

Prescott Street
Worsley, Manchester
M28 0ZA

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

District: Bolton and Rochdale - Farnworth and Worsley Circuit

Dates of inspection: 14 May 2015

Date of last inspection: 19 July 2010

School's unique reference number: 105938

Executive Headteacher: Anne Smith

Inspector's name and number: John Horwood 177

School context

St Andrew's is an average-size primary school which works collaboratively with North Walkden Primary School. Most pupils are from White British backgrounds. There are 240 pupils on roll which includes an above average proportion who are eligible for free school meals. The proportion of disabled pupils and those who have special educational needs is also above average. It is close to the Walkden Methodist Church.

The distinctiveness and effectiveness of St Andrew's Methodist Primary School as a church school are outstanding

- The school and the church community work as an excellent partnership providing mutual support both on a daily basis and at times of need. This has led to the school ethos being securely based on Christian values.
- The experienced and dedicated executive headteacher leads by example. Her strong faith and her determination that every pupil has an equal opportunity to succeed are ensuring that the school continues to improve.
- There is total harmony throughout the school with adults promoting the Christian values of love, care and understanding making sure that pupils are kept safe and are happy.
- Religious education makes an outstanding contribution to pupils' spiritual, moral, social and cultural development so that pupils develop into mature, sensible and caring individuals whose behaviour is outstanding.
- The close links between the school and the church community mean that pupils identify the local church as 'their' church. Visits to the church as well as welcoming visitors from the church community help the pupils' understanding about Methodist traditions.

Areas to improve

- Increase opportunities for pupils to learn about diversity within both Christianity and other faiths in order to develop a greater understanding of Christianity as a world-wide faith.

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

St Andrew's Methodist School is a place where all adults and pupils are happy and have excellent relationships with one another. This reflects the high profile of the Christian character of the school where Christian values, especially love, care and understanding are the secure basis of the school ethos. All the leaders and staff are excellent role models for the pupils who respond well and develop excellent personal skills for their future life. Pupils and staff are proud of the school and confidently and explicitly identify the importance of Christian values. Adults demonstrate the Methodist tradition of being part of a community by focusing on equal opportunities for every child. They make certain that teaching is consistently at least good and that pupils are given extra help if they need it. Pupils play their part as community members by behaving exceptionally well so that everyone can learn in lessons. The strong faith and commitment of school leaders has enabled pupils to develop spirituality throughout the school. Opportunities for both adults and pupils to be able to be peaceful and to reflect are readily available. These include the Peace Garden, prayer corners and the gazebo. All of these are well used and respected by pupils who are able to discuss their importance and how they support their spiritual and moral development. Adults and pupils are confident in expressing their views about Christianity and their spiritual understanding and this is reflected in their work and the well-presented displays around the school. Leaders are aware that although the cultural diversity within the school is increasing it does not fully reflect that of nearby communities. They have already welcomed a range of visitors into school to support pupils' cultural understanding and are looking at further opportunities. Visitors from the Methodist community and other faiths are also regular contributors to collective worship and this enables pupils to develop their understanding of other faiths and of diversity within Christianity as a world-wide faith. The topics taught in the school make a good contribution to this and the religious education lessons make an outstanding contribution to all elements of pupils' spiritual, moral, social and cultural development. Christian values of mutual respect, faith, honesty and celebration are all promoted well and result in the confident, high-achieving, well-developed pupils typical of the school. The excellent support from the church community, including staff funded through church links, have a significant impact on pupils' spiritual and moral development.

The impact of collective worship on the school community is outstanding

The high priority given to prayer is evident throughout the school. The prayer corners in the classrooms are made attractive and motivating. Pupils know their purpose and many have used them as a means of spiritual support. Collective worship is given high priority and held at the start of the day. It is either held for the whole school or by key stage and all staff attend. Collective worship is planned on a three year cycle and includes religious/Christian festivals alongside moral issues and important national days. This ensures that Biblical material is regularly used to link to the school's Christian values promoted around the school. The Methodist minister and/or his children and families worker lead worship every Thursday to give pupils a wide range of experiences based on Methodist traditions. This, as well as visits to the nearby church, help pupils gain a good understanding of Methodist traditions and practice. Pupils have a good understanding of the work of John Wesley and how this has affected their every-day lives. They talk about his 'Rule' and they confidently link it to what they are taught in religious education lessons. As a result of collective worship pupils gain a good understanding of God as Father, Son and Holy Spirit. An increasing range of visitors are also regular contributors to the collective worship and this is helping pupils gain a greater understanding of other faiths and of diversity within Christianity as a world-wide faith. Pupils are actively involved with collective worship and enthusiastically volunteer to take part. They demonstrate their thankfulness and love of singing through their high quality contribution during worship and also through their recent CD produced at their PopUk concert. Pupils recognise singing as being an important aspect of the Methodist traditions and this confirms

their excellent understanding of these traditions. Their commitment to the importance of collective worship is demonstrated by the enthusiasm they show as part of the worship committee which includes reading prayers written by pupils. Because relationships are so strong there is excellent informal monitoring of the impact of collective worship. Staff always attend worship and so can see 'first hand' the kind of things that have a real impact on the pupils. A survey was carried out in 2013, and repeated in 2014, in which pupils were asked their views on the school and in particular on collective worship and religious education. The results were extremely positive. A recent questionnaire to parents was equally supportive. Leaders respond extremely well to these surveys and have used the responses to improve collective worship and the parental partnership. Parents who were spoken to during the inspection praised the effectiveness of religious education and collective worship as well as the mutual support between the school and the church. Governors frequently attend collective worship and the impact of collective worship is frequently discussed at meetings. Prayers are clearly important to the school community and the support by the Minister and other church members has been greatly appreciated by staff and pupils who have experienced difficult times. Pupils say prayers during the school day including at lunch time. Governing body meetings start and conclude with a prayer.

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

Outstanding leadership and management is the key to the school's outstanding status as a church school. The executive headteacher uses her strong faith to promote Christian values for the benefit of the whole school community. Her excellent relationships with staff in the school, using the Christian values of love, care, equality and justice, have led to all staff supporting her vision to provide the best for every child. Many of the governors have strong associations with the church and form part of the excellent partnership that exists. The minister leads the support by being a governor, regularly leading collective worship and welcoming pupils and their families into the church. A typical parent comment was 'our children point out the church every time they pass it and identify it as their church'. Several members of the church community said that pupils often come up to greet them in the local supermarket, reflecting the Christian values of love and friendship. The shared Christian values and the partnerships with stakeholders have a marked impact on staff morale and pupils' behaviour. Everyone's strengths are valued. Foundation governors and other church members play an active part in school life including running school clubs, leading worship and helping on school trips. School leaders ensure that all stakeholders are consulted and listened to about school development through questionnaires and informal discussions. They have responded well to the area for development from the previous inspection to make better use of the logo and the symbolism associated with St Andrew to promote the Christian heritage. Pupils now excitedly explain every part of the logo showing a deep understanding of the heritage. To help this, leaders have introduced the 'Bibles for Children' scheme to the school and held a John Wesley week to celebrate the anniversary of his birth. Leaders make full use of the support available from the circuit to provide training and other opportunities for staff. A significant proportion of staff has been in the school for a sustained period. They have been given good opportunities to develop their teaching and/or leadership skills to take on more responsibilities and provide skilful support in a more senior role within this church school. This has enabled the headteacher to take on the executive headteacher role and lead this school and North Walkden Primary School so that she can use her skills to the full and allow others to develop their leadership skills.

SIAMS report May 2015 St Andrew's Methodist Primary School, Worsley, M28 0ZA