



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist** Church 

SIAMS Judgement Recording Form (JRF)

This form is to be attached to the main SIAMS report and returned to the diocese in which the school is situated and to the National Society.

School Name	Turton and Edgworth Church of England Methodist Primary School
School Address	Bolton Road, Turton, BL7 0AH
School URN	119408
Date of Inspection	13 March 2014
NS Inspector's Number	177
Type of Church School	Voluntary Controlled
Number of Pupils	231
Phase of Education	Primary
Name of Critical Reader	Lyn Field
Has Diocesan Quality Assurance been obtained for this Report? Yes	

	Rating 1-4
How distinctive and effective is the school as a Church School?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	n/a
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirements for collective acts of worship	Yes
The school meets the statutory requirement for religious education	n/a



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The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Turton and Edgworth Church of England Methodist Voluntary Controlled Primary School

Bolton Road
Turton
BL7 0AH

Diocese: Manchester

Local authority: Blackburn with Darwen

Dates of inspection: 13 March 2014

Date of last inspection: 27 January 2009

School's unique reference number: 119408

Headteacher: Angela Stott

Inspector's name and number: John Horwood 177

School context

The school is an average sized primary school set in a pleasant village to the north of Bolton. The school shares strong links with Edgworth Methodist Church, St. Anne's CofE Church and St. James' CofE Church. Most pupils are from White British backgrounds. The proportion of disabled pupils and those who have special educational needs is below the national average. The proportion of pupils known to be eligible for free school meals is well below the national average. Staff turnover is low and the school hosts a range of student placements.

The distinctiveness and effectiveness of Turton and Edgworth Primary as a Church of England/Methodist school are outstanding

- Christian values are the foundation of the ethos of the school and are fully embedded within the school's life.
- Pupils' outstanding academic achievement and personal development result from the excellent provision provided by dedicated staff within a caring and safe environment.
- The outstanding partnerships with the local churches support the pupils extremely well in their spiritual development and in being part of the local and global communities.
- As pupils move through the school they gain a good awareness of the works of John Wesley and a real understanding of God as Father, Son and Holy Spirit.

Areas to improve

- Ensure that the assessment system which has been developed for Religious Education is embedded throughout the school to maintain pupils' outstanding spiritual development.

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

The welcoming ethos of the school is immediately apparent when visitors and pupils walk into the school. The mission statement, 'To grow together with grace, humility and respect for others', reflects the strong link to Christian values. Outstanding relationships exist throughout the school and the Christian character of the school is reflected in the Christian artefacts around the school and the vibrant wall displays celebrating pupils' work. Being a church school is clearly celebrated on signage and within school documents. Pupils and staff are proud of the school having such strong links to the local church communities. Pupils, staff, governors and parents all identify the outstanding relationships as the most significant feature of the school. They reflect many of the Christian values promoted within the school such as love and care. Pupils highlight the fact that in this school they can talk to the teachers and know that any problems will be sorted out.

Around the school pupils' attitudes to learning are excellent and, in the total absence of any misbehaviour, they are able to make very good progress in lessons. Adults know and understand each child well and are able to provide work that will help them make at least good progress in both academic and personal skills. Pupils talk confidently about their learning and the way adults set excellent role models for them to develop their moral and social skills. Pupils' spiritual development is outstanding for their age. They are aware of the life and teaching of John Wesley and have a growing understanding of Anglican traditions and religious festivals. Pupils are aware that Christianity is a multi-cultural world faith. They were able to discuss both Methodist and Anglican practice based on what they had been taught as well as their experiences of services. For example, they said that although there were many similarities there was more singing when they visited the Methodist service and that the Anglican service was perhaps more traditional. They enjoyed and learnt from both.

Pupils enjoy religious education (RE) lessons. Their outstanding spiritual development was demonstrated in much of their art work about the Easter story and about Christian values. The priority given to RE is demonstrated by there being two dedicated and able coordinators for the subject. They have developed and trialled an assessment system to enable pupils' progress in RE and their spiritual development to be monitored. This system has not yet been formally adopted and become embedded across the school. The coordinators have identified where the curriculum needs to be more tailored to the school and, for example, have just added a more comprehensive module about the work of John Wesley.

The impact of collective worship on the school community is outstanding

Pupils excitedly talk about the opportunities they have for prayer and how this is a valuable feature in the school which they would not have the benefit of in non-church schools. They proudly pointed out the places where they can pray or reflect. In the school hall the school prayer is clearly displayed. A 'calming and reflective' area has been developed where pupils go to reflect on any concerns. The school holds a daily whole school assembly within which a period of worship is identified by the lighting of a candle. Pupils also say a daily prayer within their classroom and before lunch. These daily routines ensure that pupils enjoy and learn about Christianity and Christian values and celebrate these values with the whole school community.

The whole school assembly seen during the inspection, which pupils said was a typical assembly, was attended by all pupils and teachers as well as other adults who help in class. Everyone joined in the activities and the singing with enthusiasm. Everyone showed respect and concentration during the collective worship. The current theme was Christian values and they were promoted in a very interactive way which enabled some pupils to be fully involved whilst all were captivated by the activity. This ensured that the worship had a lasting impact on the pupils and their understanding of the values. Pupils' behaviour and attitudes were outstanding throughout.

The school's collective worship policy is well embedded into school routines. There are regular leaders of collective worship including the headteacher, other staff and the clergy of the local churches. Occasionally the assembly will be led by other representatives of local groups or charities. Pupils attend services in the local churches and this further develops their understanding of Anglican and Methodist traditions and practice. Pupils participate in collective worship and they plan the class assemblies. The impact of collective worship is clearly evident when talking to pupils and the way they confidently talk about the Bible, the terminology used to describe the Church's year and their understanding of Christian festivals. Pupils work shows that they understand the importance of Jesus Christ to the Christian faith. When holding discussions about religion pupils show an impressive degree of understanding, for their age, of God as Father, Son and Holy Spirit. The effectiveness of collective worship is regularly reviewed by the senior management team and monitored by the foundation governors. There is regular consultation about collective worship with parents and pupils which contributes to future planning.

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

School leaders, the governing body and the clergy of the local churches work as an outstandingly effective team at ensuring that this continues as an outstanding school to support pupils both academically and as an integral part of the community. Their vision statement, 'Everyone supports each other to achieve the best for all', reflects this focus on teamwork.

In addition to welcoming the pupils into church and leading collective worship in school, both ministers and church members are regular visitors who the pupils know and respect. There is a strong focus on working with parents and the whole community. An example is where staff, parents and governors take groups of pupils to work with businesses and other establishments. This is known as 'Village Day' where pupils 'run' the village for the day. Pupils follow the worldwide mission of the church by supporting children overseas. Pupils organise fund raising events for charities both local and global. For example Year 6 organise a range of activities to raise funds for Burkina Faso following a staff visit there. This is an event that pupils look forward to being in Year 6 to organise. This involvement makes an excellent contribution to their spiritual, moral and cultural development.

The governing body, which includes members of both church communities, promotes, monitors and reviews the effectiveness of the school as a church school. They have developed their own strategic plan for the school continuing as a successful church school. All stakeholders are involved with producing the school development plan which reflects the Christian ethos of the school and the importance of the partnership with the churches. Foundation governors are fully involved with the school. All the areas for development from the previous inspection have been addressed. The partnerships are strong but there is a determination to improve them further. To develop future potential leaders of Church schools the leadership team includes two assistant headteachers who are both experienced and committed to the school and to Christian values. The school leaders welcome students and other trainees into school to develop their skills. Leadership of RE is given high priority with two coordinators to ensure continuity of provision as well as increased capacity to develop the subject further. The outstanding headteacher leads by example and sets a good role model for the staff and the pupils. Parents spoken to during the inspection were all very pleased with the school and the Christian values it promotes. Parents support the school well and are actively involved in school events and the decision making process. The improved monitoring system for RE is an example of how school leaders ensure that secure and usable systems are in place for all stakeholders to monitor progress and to carry out an accurate self-evaluation.