



National Society Statutory Inspection of Anglican and Methodist Schools Report

Wesley Methodist (Voluntary Controlled) Primary School

Forth Road
Radcliffe
Manchester
M264PX

Methodist District: Bolton and Rochdale

Local authority: Bury
Date of inspection: 1st October 2015
Date of last inspection: 24th June 2011
School's unique reference number: 105329
Headteacher: Michael Lonsdale
Inspector's name and number: Ian Rimmer 801

School context

This is a larger than average primary school of 291 pupils with a standard admission number of 40. The school admitted 50 pupils in September 2015 and now all pupils from Year 1 to Year 6 are taught in mixed age classes. Most pupils are White British. Ofsted judged the school as good in October 2012. The current headteacher was appointed in September 2014. The percentage of pupils eligible for free school meals and those with additional needs is below the national average. Almost all pupils have attended some pre-school provision before they start in Foundation Stage at the school.

The distinctiveness and effectiveness of Wesley Methodist Primary School as a Church school are good

- The school's Christian ethos has a positive impact on relationships between all members of the school community resulting in learners behaving consistently well.
- Pupils achieve standards which are generally in line with and above national average and the strong leadership, driven by the school's Christian character, is effectively bringing about further improvements where needed.
- The whole school community receives very strong pastoral care founded upon Christian love.
- A range of worship leaders, together with a variety of styles and settings incorporating Methodist traditions, offer the school community a rich spiritual experience of worship.
- Very strong links exist between the school and the Methodist Church serving to improve the school's continued development as a church school.

Areas to improve

- Produce a mission statement for the school which explicitly and succinctly communicates the vision rooted in distinctively Christian values so that all members of the school community can readily articulate this vision.
- Engage all stakeholders in a process of effective evaluation of the school as a church school and use this to inform the next steps in its development.

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

Staff work hard to nurture Christian love, joy and trust and use effective teaching strategies alongside the popular 'Good to be Green' behaviour policy. Consequently, pupils display good behaviour for learning and care for each other. Stakeholders acknowledge how friendly, polite and responsive the pupils are. Parents celebrate the welcoming atmosphere, the care for the pupils' well-being and how effectively the new school leadership deals with any concerns raised. Parents see the motto, 'Learning to Live and Living to Learn,' in how the school places the pupils at the centre of its mission, motivating them to work diligently. Although Christian values are not yet made fully explicit in the language of the daily life in school, most members of the school recognise distinctive Christian characteristics of the values such as thankfulness, peace, justice, truth, patience and serving others in the work of the school. Out of a deep sense of hope for everyone in the school community to achieve their full potential, good attendance and pastoral care are further strengthened by the new pastoral worker collaborating in partnership with established counselling support systems. Pupils receive additional emotional support when required and social skills, essential to form good relationships, are nurtured in a caring way using the VIP room. By developing love, compassion, self-control and forgiveness, learners learn to live more happily together. One pupil summarises that if you are naughty, you need to listen to God, make it better and stay good for all your life. The Easter Labyrinth was valued because it strengthened spiritual development and prayerful reflection through links with the church and other partners. Pupils understand Christianity is a world faith and respect those of other faiths. Pupils speak about how the weekly worship themes have a strong impact on the spiritual, moral, social and cultural development of them all from improving their behaviour for learning to making a real difference to others around school. A religious education (RE) lesson about inspirational music led pupils to share their understanding of spirituality. One pupil said, 'It makes me feel that God and Jesus are right there beside us when we need them.' A pupil in another RE lesson thought carefully about the cross and said, 'I feel quite special because God is watching over us.'

The impact of collective worship on the school community is good.

Collective Worship is a special time of the day in this school. Pupils describe worship as a time when they feel more connected to and protected by God and their school as amazing, kind and loving. Everyone is offered a rich and meaningful worship experience. This is because worship is planned collaboratively by school leaders, clergy and other visitors and is structured around Biblical material so that members of the school community make direct links to their own lives and the school's core values. The impact is clearly evident in all relationships across school life. The hall is prepared for worship with a relevant Bible verse relating to the theme. Starting with lively worship songs, worship is engaging and enhanced with humour so that Bible stories are explored in ways that the school community responds to by serving others. The school has recently hosted a local coffee morning in aid of Macmillan Cancer Support and sourced food from a local supermarket to share as harvest gifts with those less fortunate in the neighbourhood. Pupils are proud about making a difference to their local area. Methodist traditions are strengthened by sharing John Wesley's Rule to reinforce the school's sense of belonging and trying to do all the good they can for others. Pupils are able to talk about the Trinity with confidence. In worship, prayers are followed by a time of personal reflection and this deepens spirituality across the whole school. Pupils do not yet routinely lead prayers in whole school worship although they are beginning to write their own in class reflection areas and share them. One such prayer reads, 'Dear Lord, help us to inspire other people, to help those in need and to put a smile on someone's face every single day.' There is an active worship council and prayer group led by the worship/RE co-ordinator. Along with the pupils who attend, the co-ordinator is enthusiastic about them leading aspects of whole school worship including prayers and reinforcing themes through drama. Staff, worship leaders and pupils share their thoughts about worship and appropriate changes have been made as a result. However, the results of systematic evaluation are not recorded for formal analysis to ensure the impact of change and development is as positive as possible.

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

School leaders have a good understanding of the school's performance and have evaluated and addressed any recent dips in attainment along with new challenges presented by the increase in pupil numbers. School leaders strongly articulate that their vision for the school is centred around serving the local community as well as it can with an ethos firmly based on Christian values within the Methodist tradition. The school community has a good understanding of John Wesley's Rule for Christian Living and school leaders speak about all staff striving to serve others as well as they can and promoting the Christian ethos so that all pupils do their best. School leaders, the worship/RE co-ordinator and pastoral support network collaborate effectively to improve all pupils' behaviour for learning and their spiritual, moral, social and cultural development. Leaders are well supported by pupils, staff, parents and governors. However, the school's mission statement does not expressly convey a vision based on specific distinctively Christian values. Through self-evaluation strategies which lead directly to the school's improvement planning, leaders have a good understanding of the school's performance and continuously strive for even better outcomes for all. Good progress has been made in addressing those areas identified for development at the last inspection. Pupils now share their views about the impact of worship via the worship council and parents now regularly attend whole school celebration worship and offer their thoughts about their experience to school leaders. A more strategic approach is taken to whole school self-evaluation. School leaders celebrate and share what the school does well and identify those next steps to further strengthen its impact as a church school. An active prayer group, strong links with the church and embracing a school prayer written by pupil worship leaders promote personal spirituality. Very effective use is made of opportunities that arise for the further development of staff and governors as leaders with clear benefits for the current and emerging leaders. The headteacher and governors fully support the RE/worship co-ordinator in her work to ensure high standards in these two important areas of church school life. This is a school which gives pupils many opportunities to grow and reflect upon how they can do their best every day and for the rest of their lives.

SIAMS report October 2015 Wesley Methodist VC Primary School Radcliffe M264PX