

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Summerseat Methodist Primary School			
Address	Rowlands Road, Summerseat, Bury, BL9 5NF		
Date of inspection	7 February 2019	Status of school	Voluntary Controlled Primary
Methodist District	Bolton and Rochdale	URN	105327

Overall Judgement	Grade	2
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	2

School context

Summerseat Methodist School is a smaller than average primary school with 96 pupils on roll. The school has very low levels of religious and cultural diversity. Almost all pupils are from White British backgrounds and speak English as their first language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) has risen and is now above national averages. There have been significant staff changes since the previous inspection, including a new headteacher and deputy headteacher, who both joined the school in September 2016.

The school's Christian vision

We strive to enable our community to explore in their learning and persevere independently and collaboratively. Inspired by the words of Jesus, 'Love your neighbour', we welcome and respect the rights of all in our diverse society. We live by the values of respect, joy, love, care, trust, forgiveness and equality.

Key findings

- Summerseat Methodist School is characterised by high levels of care. Inclusion, nurture and pastoral support are integral to the school's shared Christian vision and associated values.
- Senior leaders have established a culture of high expectations, driving forward academic progress. This flows from the clear Christian vision and impacts strongly on behaviour and attitudes across school. However, self-evaluation procedures do not involve the whole school community.
- The school has a strong commitment to work in partnership with the local church and the Methodist Circuit. It benefits from collaboration with other church schools and organisations and the wider community.
- Collective Worship is a valued part of school life, giving children opportunity to grow spiritually and reflect on their behaviour and values. Children's leadership of collective worship is not yet fully developed.
- Enquiry based religious education (RE) develops curiosity through questioning and encourages children to think deeply, although key skills are not yet developed consistently across school.

Areas for development

- Involve the whole school community in regularly and strategically evaluating the impact and effectiveness of Summerseat as a church school, to ensure that the views of stakeholders contribute to strategic planning.
- Develop a more consistent approach across the RE curriculum to support pupils in developing skills and understanding across the key stages.
- Continue to develop the role of pupils in planning, leading and evaluating daily collective worship to help them understand and fully appreciate different aspects of worship.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The life and work of Summerseat Methodist School is underpinned by a clear Christian vision. This is consistently lived out and promoted across the whole school community. Governors have worked closely with the headteacher and the predominately new staff team to ensure that biblically based values flow from the vision. This has shaped the whole life and work of the school. As one child commented, 'Our values are what we aim to be every day and are why we are a happy school.' A range of strategic partnerships, including with local church schools, the Methodist Academies and Schools Trust and the District Schools Forum, have helped support this vision. Senior leaders are approachable and supportive, prioritising effective staff development within a culture of challenge and nurture. They have a clear picture of the school's strengths and the focus needed for future development. As a consequence of this, issues identified have been dealt with quickly and rigorously in line with the school vision. The school's response to the areas for improvement from the last SIAMS inspection has made a positive impact, although not all areas have been fully addressed. Governors have not yet been fully involved in monitoring RE and collective worship and in formally evaluating the impact of the school's vision and values.

A broad and balanced curriculum is shaped by the school's Christian vision, increasing opportunities for learning through enquiry and questioning. As a result of the headteacher's strong leadership, appropriate challenge is now evident across much of the school and standards have been raised significantly. Children's individual needs are identified accurately and are being met more effectively. This is impacting positively on behaviour and attitudes to learning, as pupils are engaged and hungry to learn. As one parent noted, 'School staff really understand my child. They go over and above and beyond.'

The school's Christian vision is lived out through the tangible care that pervades the whole school community. Children are respectful of each other and adults. They are rewarded in weekly celebration acts of worship for living out the school's Christian values. As put by one parent, 'Christian values give our children a good grounding in understanding how to treat people.' Through class charities and the work of the school council, children are keen to tackle injustice and make a difference to others. This has been extended to a give children a wider global understanding through sponsoring and corresponding with a child in Uganda. The children understand positive social action to be an important part of what it means to be a Methodist school.

Following a sustained focus on behaviour for learning, children behave well across school and treat each other with respect and care. They value the school's fair and consistent behaviour system. This links naturally to the Christian vision and values and the school behaviour policy, based on forgiveness and reconciliation. A member of the school council observed, 'It is better to forgive than to argue. We forgive each other because Jesus forgives us.' Parents report that issues are dealt with effectively because 'teachers genuinely care and children are listened to with respect.' As an outworking of the Christian vision, the mental health and wellbeing of children and adults is given high priority. Children are able to explore feelings and emotions, developing strategies for managing their mental health. Staff know pupils exceptionally well and work alongside parents to meet children's needs. A programme of nurture, including through a local Methodist youth worker, supports individual children with their social, emotional and spiritual development effectively.

Summerseat school is highly inclusive, and welcomes all with dignity and respect as precious children of God. At a recent 'linking day', pupils engaged in collaborative activities at a neutral venue with those from a very different background to theirs. They were eager to be involved and learned as much about themselves as they did about others. Children value learning about other cultures and beliefs. They show tolerance, respect and understanding. This is understood as part of what it means to be a Methodist school. A child pointed this out by noting that, 'John Wesley believed everyone should be treated equally and no one should be left out'. The school councillors have a good understanding of bullying and are confident and secure on what to do if issues arise.

Collective worship is valued as a time for the whole school community to gather. Themes planned around the school vision allow both children and adults to flourish. Collective worship helps children understand Christian values. It is used to effectively share the school's Christian vision. Collective worship is followed up in classrooms, where pupils delve deeper into big questions through class discussion. The school and church enjoy a mutually supportive relationship. The church is used regularly for collective worship and the wider curriculum. Worship is inclusive of pupils of different faiths and provides opportunities to reflect on a variety of beliefs. Children value prayer as part of daily rhythm of the school. Creative opportunities for prayer and reflection are

embedded into classroom practice and collective worship. This is giving children a growing understanding of the value of prayer. Children enjoy contributing within worship, but have only limited responsibility in planning, leading and evaluating collective worship.

Statutory requirements for RE and collective worship are fully met. Many links are made between RE and collective worship, deepening children's understanding of Christianity and other religions and worldviews. Enquiry based RE enables children to develop curiosity through questioning and encourages them to think deeply. Interactive RE display gives children opportunity to reflect and develop spiritually as well as to ask and answer big questions of meaning and purpose. There is some excellent practice in supporting children to develop skills for reflection and evaluation. However, the curriculum does not effectively support children in making progress in these skills as they move through the school. Children are able to relate learning to their own experiences and have their thinking challenged in terms of their spiritual development.

The school is moving forward as a church school and is well-placed to continue to develop and flourish.

Headteacher	Daniel Hargreaves
Inspector's name and number	John Clapham 775