

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Turton and Edgworth Church of England/Methodist Primary School			
Address	Bolton Road, Edgworth, Bolton BL7 0AH		
Date of inspection	21/03/2019	Status of school	Voluntary Controlled Primary
Diocese / Methodist District	Manchester Diocese / Bolton and Rochdale Methodist District	URN	119408

Overall Judgement	Grade	Good
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	Good

School context

Turton and Edgworth is a primary school with 216 pupils on roll. The majority of pupils are of White British heritage. Very few speak English as an additional 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) is in line with national averages. The headteacher was appointed in January 2018. The school was judged to be good when inspected by Ofsted in January 2019.

The school's Christian vision

'I came that they may have life and life in all its fullness.' (John 10:10)

We will be a village school which provides an outstanding, rich and broad curriculum in our caring Christian environment. We aspire for all to reach out to the wider community and world, as they achieve their full potential academically, socially, culturally and spiritually.

Key findings

- Leaders have created a distinctive Christian vision. Rooted in Bible teaching and founded upon the school's long-established Christian values and ethos, the newly created vision is aspirational and inclusive. Although not yet embedded, the vision is fully shared. It has re-invigorated the distinctively Christian learning environment. This cherishes and supports everyone, enabling all to flourish and achieve.
- The strong partnership with the Methodist and Anglican churches enriches the school's engaging, life-enhancing collective worship. Daily collective worship inspires pupils and helps them to apply Jesus' teaching about love and forgiveness in their own lives.
- The rich, creative curriculum, designed to meet the needs of the school community, supports pupils' spiritual and ethical development very well. They learn to appreciate the wonder of creation and take responsibility for themselves and others.
- Pupils are excited and inspired by their learning in religious education (RE). Highly effective teaching supports their understanding of Christian concepts and beliefs and contributes to their understanding of diversity. They have some, but not regular, opportunities to engage with people of different faiths and cultures.

Areas for development

- Enhance and deepen pupils' understanding of diversity by providing more opportunities for them to meet people of different faiths and cultures.
- Continue to embed and evaluate the recently developed Christian vision. This is so that effective monitoring and evaluation of the new vision feeds into planning and results in continuous improvement.

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 school's Christian vision is well-understood by all members of the community. All members of the school community were involved in creating the new vision, mission and values statements. As a result, everyone shares the vision. Although it is very new, the vision is rapidly permeating all aspects of school life. This is because the headteacher's passion and determination to re-invigorate the school's long-standing Christian values and distinctiveness resulted in a full audit of the school's provision and performance. Partnerships with the diocese and Methodist Academy Schools Trust (MAST) effectively supported the review process. Governors, staff and parents confirm that the changes it has already brought about are having a positive impact on outcomes for pupils. Leaders have developed a rich, creative curriculum which excites and challenges pupils. A wide range of visits and experiences support their personal and spiritual growth extremely well. Highly effective use is made of the school's outdoor learning environment. For example, pupils grow and harvest food which they share with Bolton Urban Outreach. In this way, they learn to appreciate the natural world and take responsibility for helping those less fortunate. Pupils explain that they do so because Jesus teaches about helping others. They want to 'make a bit of a difference' to people's lives. Imaginative cross-curricular themes stimulate pupils' interest in wider world issues. They speak knowledgeably about injustices, such as the lack of education and healthcare, which they take for granted. The well-established link with a Christian charity in Nepal enhances pupils' understanding of such issues.

The school's inclusive vision ensures that that all pupils are nurtured and supported. The school is committed to ensuring that all pupils, including the vulnerable and those with special needs and/or disabilities, flourish and achieve. This is recognised and very much valued by parents, one of whom stated that the way in which her child was welcomed and supported was outstanding. Governors ensure that human and financial resources support the needs of all pupils effectively. This is exemplified by the provision of a learning mentor to support vulnerable pupils and their families. The school's commitment to enabling pupils to 'live life in all its fullness' makes a significant contribution to levels of pupils' achievement, attainment and personal development. They thoroughly enjoy all that the school offers. They attend well because they are eager to learn. Behaviour is exemplary because pupils strive to apply the school's core Christian values. Pupils make good progress from their starting points. Standards of attainment are consistently high, being above those achieved nationally. Provision for their spiritual and personal development is well-considered. The Christian vision permeates the broad, rich curriculum. This ensures that pupils regularly explore how Jesus' teaching links to their own lives. The 'big question' approach, used in RE but now extended across the curriculum, facilitates investigation and debate extremely well. Pupils' responses, often displayed creatively through art, drama and prose, reflect the depth of their thinking. They become resilient, articulate and confident learners who are well-prepared for the next stage in their learning journey.

Governors know the school extremely well. They are a visible presence in school, meeting with staff, pupils and parents. Robust monitoring and evaluation procedures have been fine-tuned to assess the impact of the new vision. As a result, governors are confident that it is being lived out to the benefit of everyone. Leaders' commitment to the mental health and wellbeing of staff and pupils is exemplified by the strong focus on social, emotional and mental health. Staff have benefitted from coaching training and the Healthy Minds project. The school plans to share their expertise with other schools within the local cluster. Staff speak very positively about their confidence in school leaders. Relationships are strong and supportive, reflecting the school's core Christian values of love and thankfulness. 'There is a positive air and vibe of excitement about the place,' stated one member of staff. Staff and governors access training from the diocese, MAST and other partners. The impact can be seen in the way middle leaders have been promoted to the senior leadership team. Support staff access professional training. One teaching assistant explained that 'it shows that leaders believe in me'. Governors have secured high quality leadership for RE and collective worship. Both are well-supported and resourced so that they make very substantial contributions to achieving the vision.

Pupils are excited by their learning in RE. The balanced curriculum ensures that pupils acquire key skills and make good progress. They are inspired by the creative approaches through which they explore belief. They have a good understanding of Christian concepts and beliefs. RE provides a safe space in which pupils debate key questions. They share ideas openly within a trusting atmosphere. In doing so they learn to disagree well. RE supports pupils' understanding of diversity and difference through the study of the major world faiths. They recognise similarities and differences between religious practices and belief. However, although they visit places of worship, including a mosque, they do not have regular opportunities to meet with people from different

cultures or religions. The subject leader has established highly effective assessment procedures, thereby addressing the issue from the previous inspection.

Collective worship is valued by everyone. It fully expresses the school's Christian vision to 'reach out into the world'. Pupils' attitudes are very positive because they feel included and involved. Worship is a participatory, life-enhancing experience. Themes are firmly based on Christian values and the life and teaching of Jesus. As a result, pupils have a good knowledge of parables related to the Christian values they strive to apply in their own lives. They understand Christian beliefs about God as a loving Father and creator. Worship is considerably enriched by the strong support of both the Methodist and Anglican churches. Clergy are regular visitors. They lead worship in school and church and support pupils in their learning. For example, the Methodist minister has been instrumental in helping the 'worship warrior' team understand the language and shape of Christian worship. Pupils experience aspects of traditional Anglican and Methodist practice, including the Eucharist, through their worship and visits to the churches. Pupils know about the life of John Wesley. Older pupils understand his challenging of social injustice and the call to reach out to others in the wider world, echoed in the vision statement. Prayer and reflection are vital features of worship. Pupils use the classroom reflective spaces and are currently writing their own prayers to create an outdoor prayer tree. Rigorous monitoring and evaluation using feedback from pupils and staff ensures continuous improvement.

The school's renewed vision has created a positive, exciting, distinctly Christian environment which helps to transform pupils' lives and prepare them for future challenges. The school is therefore very well-placed to move confidently into the future.

Headteacher	Craig Wheatley
Inspector's name and number	Anne B. Woodcock 445