

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Rosehill Methodist Community Primary School

Rose Hill Road, Ashton-Under-Lyne, Lancashire, OL6 8YG

Current SIAMS inspection grade	Outstanding
Methodist Circuit	Ashton-Under-Lyne
Previous SIAMS inspection grade	Outstanding
Local authority	Lancashire
Date/s of inspection	16 March 2017
Date of last inspection	18 January 2012
Type of school and unique reference number	Voluntary Controlled Primary 133576
Executive Headteacher Head of School	Gillian Simm Chris Redman
Inspector's name and number	John Horwood 177

School context

The school is a larger than averaged sized primary school with a much higher than average proportion of disadvantaged pupils. The proportion who come from an ethnic minority background is above average with an increasing proportion speaking English as an additional language. The proportion who have special educational needs and/or disabilities is average. The majority of pupils do not come from a faith background. The Methodist circuit funds a school chaplain for two days a week. The executive headteacher currently works two days a week with the head of school responsible for the day-to-day running of the school. The school is aiming for conversion to academy status with The Wesley Trust in April 2017.

The distinctiveness and effectiveness of Rosehill Methodist Community Primary School as a Methodist church school are outstanding

- The strong faith and commitment of the senior leaders and governors supports the vision and aims of the school to do the best for every child within an inclusive environment.
- The outstanding promotion of Christian values throughout the school supports the development, well-being and academic achievement of every pupil.
- The school's strong focus on both Christian and British values is a major factor in pupils' outstanding understanding of spiritual, moral, social and cultural matters.
- The strong partnership with the Methodist circuit and community enables pupils to develop a strong understanding of The Trinity and of the life and work of John Wesley.

Areas to improve

- To extend the range of visitors from different places of worship to give pupils an even greater understanding of diversity within the church.
- To extend the range of settings that pupils visit for collective worship and so enrich their experiences of worship.

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

This is a school where the Christian character is very high profile and fundamental to everything. The schools' Christian values, are understood and respected by all pupils irrespective of their faith and backgrounds. The school ethos map, which was created in 2004 and is regularly reviewed, identifies where Methodist values are put into practice within the school. Parents comment on the excellent way that values such as love, care and perseverance are promoted by all staff who are always readily available to talk to them if they have any concerns. Many say that they chose the school because it is a church school. A significant number of families bring their children to the school because it is the nearest Methodist school and because of its reputation. Parents recognise the caring and loving ethos that pervades the school and the impact it has on their children. Pupils talk confidently about the Christian character and values in the school and how these prepare them for later life. The impact of the school values is evident in the outstanding behaviour and relationships pupils demonstrate. The promotion of love and care is evident throughout the school and leads to excellent support for pupils. The school has developed excellent provision to support the few pupils, and their families, who struggle to attend regularly. Whilst a few pupils have behavioural difficulties they receive sensitive but effective support to overcome them; on occasions, sanctions are applied if necessary. The outstanding behaviour of pupils results in an excellent learning environment where every pupil is able to make good progress and be well-prepared for moving to the next stage of their education. The value of perseverance is promoted and understood by all pupils and encourages them to reach high standards in their work. Religious education (RE) is given a high priority in the school and is seen as important by staff and pupils. Pupils find lessons enjoyable and yet challenging. They benefit from 'Godly Play' sessions in a small, calm environment as well as RE lessons that provide excellent opportunities for pupils to develop their skills of thinking and enquiring. Since the school was moved several years ago it is no longer close to the Methodist church. However, the school chaplain provides excellent support in keeping pupils aware of Methodist traditions and supporting their spiritual journey. This, together with strong contributions from collective worship and RE provision, has led to pupils' excellent spiritual, moral, social and cultural development. Pupils are aware of Christianity as a multi-cultural world faith through the curriculum and a good range of visitors to the school and places pupils visit. However, leaders recognise that pupils could gain a greater understanding of Christian diversity through more speakers from different denominations within the church.

The impact of collective worship on the school community is outstanding

At the previous inspection, the school was asked to further develop the use of pupils' collective worship journals. This has been done and now there are age-appropriate records produced across the school. Pupils are proud of these and the presentation is good. The planning of collective worship is excellent and involves consultation with the school community. The leadership of collective worship involves all teachers and they are well-supported in their preparation by the school chaplain. The impact of collective worship is monitored and reviewed by leaders and governors. This monitoring is used to inform future planning and ensure that pupils' spiritual development is supported as much as possible. All pupils and staff, regardless of their faith, attend collective worship which creates a strong sense of community. The themes are well-linked to the school's Christian values and the planning documents confirm that there are regular links to the Bible and to the life of Jesus. This means that pupils have a good understanding of Christianity and the importance of Jesus for Christians. Pupils enjoy joining in the singing which they do enthusiastically and with expression. This includes an Italian two-part song that they had only recently learnt and demonstrated their perseverance and pride at singing it successfully. Pupils' behaviour during collective worship is outstanding and contributes to the impact of the worship for everyone. The structure of collective worship is understood by pupils. For example, they know that the lighting of a candle and the words 'In the name of God the Father, God the Son and God the Holy Spirit' signals that the act of worship is beginning. Pupils have good opportunities to contribute to worship including leading one of the regular class worships which parents support in good numbers. The involvement of pupils and other stakeholders in collective worship is embedded into school life and encourages the use and understanding of prayer. Pupils understand that prayer is an important part of their own spiritual journey and talk about past acts of collective worship which had a special meaning to them. Outside of collective worship, pupils write their own prayers. They explain that they have the prayer tree in the school hall and every classroom has its own prayer area which encourages them to write their own prayers and to develop their ability to reflect about individual concerns they have. Through collective worship, pupils come to understand key Methodist beliefs and traditions. For example, considering the three parts of the shamrock in the story of St Patrick has helped them understand the idea of God as three in one. Pupils also develop a good understanding of the life and work of John Wesley. Pupils are inspired by worship to reflect on concerns and problems around the world and to raise money for charities. The foundation governors attend and monitor the impact of collective worship. Parents see collective worship as an integral part of the school day and they welcome the involvement they have in the main Christian festivals which are celebrated within the school. They say that their children often describe what they have done in collective worship and this helps parents understand their children's

spiritual journey. Because the vast majority of acts of collective worship take place within the school building, pupils do not have opportunities to join worship in a wide range of settings beyond school. However, these opportunities are being developed.

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

The executive headteacher and the head of school both have a strong faith and provide excellent leadership for this church school. The school mission statement, 'All God's children are Gifted and Talented', was developed jointly by the ethos group and staff and inspired by the work of John Wesley. All policies are written to reflect the Methodist ethos of the school. School leaders have had the Christian values printed on the back cover of pupils' work books to encourage them to use the values to support their learning. The school has taken effective action to address the areas for development identified at the last inspection. In addition to developing the pupils' collective worship journals the school has developed a wide range of initiatives to strengthen links with the community. These include a project for children to spend time with the patients in a local hospice and developing a link with a school in France. Staff feel valued and love being at the school. They recognise this is due to the school's values that are promoted so well. Through their excellent relationships with pupils, staff promote a love of learning and this encourages pupils in their learning. Leaders have ensured that Christian values are promoted in every classroom and corridor. Attractive displays promote learning, celebrate success and the Christian character of the school. Governors confirm that being a church school is fundamental to their vision and to school improvement. Being a Methodist church school is important to all of them because of the values promoted. The support of the Methodist circuit makes a significant contribution to the success of the school. The school chaplain is actively involved in supporting pupils and adults in the school. For example, she leads the collective worship in the early years and is involved in the monitoring and reviewing of collective worship. Foundation governors are very effective and have representation on every committee to ensure that the church ethos is given a high priority. Leaders know the school well and understand its future leadership needs and have plans to meet them. For example, there has been a gradual handover of leadership to the current head of school as the executive headteacher reduces hours in preparation for retiring from headship. Parents are encouraged to be part of their child's education and support their learning. Parents are happy with all that the school provides and strongly view the school as a place that provides a good education for their children within a safe and caring environment. They recognise the many Christian values promoted in the school and especially how staff have developed the values of love and care in their children. The very strong links between the school and the Methodist circuit ensure that collective worship and RE are given high priority. The school has extended its provision to cater for the community's needs with provision for younger children and developing a successful inclusion team to support the pupils and their families. Leaders are now supporting pupils and staff in the next stage of ensuring that the Methodist values are maintained as the school moves to become an academy.

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