

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Rosehill Methodist Primary Academy

Vision

At Rosehill Methodist Primary Academy our Methodist ethos and values are at the core of everything that we do and are the foundations for teaching and learning. All children at Rosehill are valued and diversity is celebrated throughout our curriculum and our school community.

‘Stand firm in the faith, be courageous, do everything in love’ 1 Corinthians 16:13-14

Strengths

- The well-defined Christian vision is used by the school to establish a school in which pupils and adults flourish.
- Collective worship is inspiring, engaging and provides the opportunity for spiritual development.
- Religious education (RE) is effectively led and provides a safe space for pupils to explore different religions and beliefs and what it means to live in a diverse world.
- The school’s overarching value of love ensures that there is a tangible culture of care both in the school and wider community.
- The school’s honest and respectful relationships are a key strength of this community. This leads to a culture of openness and trust amongst all.

Development Points

- Expand pupils understanding of spirituality so that they develop spiritually in all aspects of the curriculum.
- Broaden pupils understanding of justice and inequality local, nationally and globally. This is so they may develop their own voice and understand how they might influence change.



Inspection Findings

The school is a warm and welcoming Church school serving an increasingly diverse community, based on their Christian values. Leaders and the governing body have a clear vision which is at the centre of decision making to improve the lives of the pupils. Adults and pupils understand the importance of how they love and care for each other, and that everyone is equal. Nurturing relationships are modelled by staff to the pupils, and between the pupils. As a result, pupils feel safe. Senior leaders' actions are driven by the vision, and they are proud of its impact on the school community. The three core values of compassion, friendship and forgiveness are embodied in the governors' shared aspirations for the school and their commitment to its work. This vision is deeply rooted within the Methodist foundation of the trust and are a golden thread throughout the school.

With the support of the trust, leaders have designed a curriculum for all, encouraging a love of learning. Staff use a wide range of learning activities to ensure that barriers to learning are overcome. Extra-curricular activities provide experiences that widen horizons for pupils, these include opportunities from Zumba to sewing. Pupils rise to the challenges these provide. The school has a forest school and an outdoor area which enhances learning, by creating moments of awe. Bespoke provision for those with special educational needs and disabilities (SEND) ensures pupils have the targeted interventions necessary for their learning. Pupils are nurtured and feel valued and unique. There is a deep-seated recognition that only the best is good enough for the school community. However, planned activities for spiritual development are not woven through the curriculum. This results in missed opportunities to extend spiritual flourishing across the curriculum.

Good mental health and the wellbeing of staff and pupils is a priority for leaders and the trust. As a result of the support and professional development they receive, staff are happy at the school. Staff and families rightly value the fact that the school goes above expectations in the support that they provide. This was demonstrated when a parent spoke of how the school had supported her during a challenging time. Parents are suitably confident and happy to send their child to school knowing that they are loved as part of the community. Staff are valued and appreciated. They are a close team who take care of one another. Strong and positive relationships ensure pupils feel safe at school. They are confident to ask for help if needed. They play well together during social times, independently organizing team games. When entering the classrooms you step into an atmosphere of calm where relationships are positive and supportive. As a result, pupils can flourish academically and show respect for their peers. Instances of bullying are rare. By staff knowing the pupils and having an open and honest conversation they discover any issues. These are addressed with a deep sense of understanding of circumstances and forgiveness. Pupils have confidence that matters raised are dealt with fairly. Many rightly attribute this inclusiveness to the vision and the schools' values.

Collective worship is a valued part of daily school life. The vision and Christian values are the driving force behind the way it is planned. Worship provokes pupils to think deeply about how Bible teachings relate to their own lives. It offers daily opportunities for prayer. There is also an invitation to engage in moments of quiet reflection which occur as they all gather. Pupils take part in well-established routines, including prayer and the lighting of candles and a shared community experience. Pupils are invited to reflect the teachings of Jesus Christ through Bible stories and scripture and are distinctly Christian in character. They are inclusive and valued by all. Worship invites all to engage in times of contemplation that inspire and nourish individuals' spirituality. A range of leaders including pupil worship leaders are highly valued, taking an active role in worship. Pupils are keen to offer their reflection and thoughts, this is also supported by the Methodist ministers. This gives pupils a richer experience of worship together. They listen attentively, offer thoughts and responses confidently and sing with joy. Achievement assembly is celebrated weekly and enables all pupils to develop feelings of self-worth. Learners experience opportunities for prayer in worship and church celebrations. The established links with the Methodist churches support the development of worship in school. Classrooms have a well-used prayer space for pupils.



The nature of the Christian vision ensures that relationships are fostered and built on love. This resonates with the Epworth trust vision inspired by John Wesley. There is a culture of taking responsibility for self and others. Pupils are asked to consider the school values and are not afraid to make mistakes. Consequently, pupils are aware of differences and similarities among the community and learn to appreciate one another. Leaders have ensured that the curriculum offers opportunities to explore environmental issues. This includes a litter pick, so pupils understand how to look after the world that God created for them. Collective worship is used to highlight and inspire pupils to undertake projects beyond school. Tackling globally local issues relating to pupils less fortunate than themselves. The school contributes to support partner pupils in Uganda. This inspires fundraising and mutual understanding. Pupils are given the opportunity to decide what they can buy for them. Last year they purchased light bulbs so they could continue to do their homework. However, opportunities are lacking for pupils to extend their thinking and take action to make a difference as widely as they might.

Leaders have a strong vision for RE and the curriculum is clear and progressive. It is broad and balanced, tailored to the needs of pupils and reflects the context of the community. The breadth of the curriculum enables pupils to develop an understanding of a range of worldviews. Pupils talk enthusiastically about RE, and high-quality learning is reflected in books which demonstrate the creative way the subject is taught. Pupils are proud of the work they do in RE and understand its importance in helping them to respect the beliefs of others. The Christian vision and values are promoted using the teachings of Jesus. Pupils' biblical knowledge is good and expressed well. From an early age, RE develops understanding of a range of faiths and worldviews alongside the life and impact of John Wesley. The RE subject leader drives the subject forward with focus, for example introducing knowledge organisers. This means that RE is effective and pupils are supported to learn the intended curriculum over time.

Information

Address	Rosehill Road, Ashton-Under-Lyne, Greater Manchester, OL8 8YG		
Date	15 October 2024	URN	146177
Type of school	Maintained Voluntary Controlled	No. of pupils	339
MAT/Federation	Epworth Trust		
Diocese/District	Manchester and Stockport District		
Headteacher	Gemma Yapp		
Chair of Governors	Jean McManus		
Inspector	Nadia Caserta		