



National Society Statutory Inspection of Anglican and Methodist Schools Report

Summerseat Methodist Primary School

Rowlands Road
Summerseat
Bury
BL9 5NF

Diocese: Bury and Rochdale

Local authority: Bury

Dates of inspection: 12 June 2014

Date of last inspection: 10 June 2009

School's unique reference number: 105327

Headteacher: Steven Ollis

Inspector's name and number: John Horwood 177

School context

The school is a small primary school with 100 pupils on roll. The vast majority of pupils come from White British backgrounds. The proportion of disabled pupils and those who have special educational needs is below the national average. The proportion of pupils known to be eligible for free school meals is below the national average. Pupils are drawn from the local villages and some families have moved into the area so that their children can come to the school.

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

- The promotion of Christian values within the school has an outstanding impact on pupils and is reflected in their outstanding behaviour and attitudes. There are excellent relationships and mutual respect amongst the whole school community.
- The excellent leadership of the headteacher promotes an effective Christian ethos within the school which ensures that pupils' academic achievement and their spiritual, social, moral and cultural development are improving.
- From an early age pupils are made aware of Methodist traditions. As they move through the school they gain a good awareness of the works of John Wesley and an understanding of God as Father, Son and Holy Spirit.

Areas to improve

- Ensure that collective worship has a consistently positive impact by including everyone involved in its evaluation and by involving pupils in planning, preparing and leading acts of worship to develop their understanding and engagement.
- Continue to support the developing partnership with the local church community by increasing opportunities for pupils to use the local church as part of their curriculum studies and within the wider curriculum beyond the school day.

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

The mission statement, 'Working with all members of our school family, we aspire to provide a caring, secure and stimulating environment where children can be happy and achieve their potential' reflects the strong link to Christian values. The welcoming and caring ethos of the school is recognised by parents and visitors. The headteacher and staff are always around in the mornings to welcome pupils and their parents. Being a small school, parents and pupils are well known to staff and the outstanding relationships that exist within the school community are immediately apparent. The Christian character of the school is reflected in the Christian artefacts around the school and the wall displays celebrating pupils' work. Attendance is well above average and exclusions are rare. Being a church school is clearly celebrated by the school name, its proximity to the church, on signage and within school documents. Pupils, staff, governors and parents all identify the outstanding relationships as the most significant feature of the school. They are determined by many of the Christian values promoted within the school such as love and care. Pupils highlight the fact that in this school they can talk to the 'nice' teachers who give them lots of 'choices' within lessons and will always help them with any problems if they arise. Pupils are happy in the school and their attitudes to learning are excellent. Respect and care are strongly promoted throughout the school and behaviour is outstanding. Every pupil is valued as an individual ensuring that pupils of all abilities are able to make good progress in lessons. The guidance in developing their personal skills is excellent and includes adults being excellent role models and developing mutual respect both within and beyond the school environment. Pupils' spiritual and moral development are outstanding for their age. They are aware of the life and teaching of John Wesley and have a growing understanding of how his work impacts on peoples' lives. Pupils become aware that Christianity is a multi-cultural world faith. They are able to discuss the key features of Methodist practice based on what they had been taught as well as their experiences of services. Pupils have clearly developed a love of singing which helps them join in and enjoy collective worship. Pupils enjoy religious education (RE) lessons and the way it is taught, usually for one half day a week. Their outstanding spiritual development is demonstrated through their respect shown to others and how older pupils love supporting the younger ones. The priority given to RE is demonstrated by the headteacher ensuring it is taught by teachers who enjoy teaching RE and have strong Christian beliefs to support their teaching. The use of an assessment system to enable pupils' progress in RE and their spiritual development to be monitored is at an early stage of development.

The impact of collective worship on the school community is good

Pupils experience a range of opportunities for collective worship during the week. These will include worship in the school hall, the classrooms and sometimes in the nearby church. Most are led by school staff but there are visiting leaders from the Methodist community and further afield. Pupils are actively involved in collective worship. The impact of the worship is seen in the way pupils adopt Christian values and the way they join in with prayer. However, pupils cannot all remember the detailed content of past collective worship. They value the prayers being said during worship, at lunch time and at the end of the day. Pupils talk about the opportunities they have for prayer and how this is a valuable feature in the school which they would not have the benefit of in non-church schools. In the school hall the school prayer is clearly displayed and pupils explained how they had all contributed to producing it. The whole school worship seen during the inspection was attended by all pupils and teachers as well as other adults who help in class. Everyone joined in the activities and the singing with enthusiasm. Everyone showed respect and concentration during the collective worship. The Methodist tradition was clearly reflected in the greetings the children used – 'Good morning friends' rather than 'Good morning everyone'. The theme of 'miracles' was promoted in a very interactive way using the game show 'catchphrase' format which enabled pupils to be involved whilst all were captivated by the activity. This ensured that the worship had an impact on the pupils and their understanding of the values. Pupils' behaviour and attitudes were outstanding throughout. The school's collective worship

policy is well embedded into school routines. There are regular leaders of collective worship including the headteacher, other staff and members of the Methodist community. Occasionally the worship will be led by other representatives of local groups or charities. Pupils attend services in the nearby Rowlands Methodist Church and this further develops their understanding of Methodist traditions and practice. Pupils are invited into Rowlands Church for an 'Education Sunday' service and this year the attendance increased dramatically. Whilst a number of pupils attend a nearby Methodist church on Sundays only a small minority attend and think of Rowlands as their church. Pupils participate in collective worship but there are few opportunities for them to plan, prepare and lead collective worship. Pupils talk confidently about their faith, the Bible, the terminology used to describe the Church's year and their understanding of Christian festivals. Pupils' work shows that they understand the importance of Jesus Christ to the Christian faith. When holding discussions about religion pupils show an understanding, appropriate for their age, of God as Father, Son and Holy Spirit. Within this small school the effectiveness of collective worship is regularly, but informally, reviewed by the senior management team and the foundation governors. Although pupils are often consulted about collective worship they are not formally involved in the routine monitoring of its impact. The consultation about collective worship with parents and pupils which contributes to future planning is underdeveloped.

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

The headteacher, staff and governors work as a strong and united team to ensure that this is a good church school to support pupils both academically and as an integral part of the Methodist community. The school has been through a period where, for various reasons, the church has not been able to support the school as it had in the past. With the arrival of the current headteacher, who has re-instated closer links with the church community and the Bury Methodist Circuit, the partnership demonstrates a commitment to working together for the mutual benefit of pupils and the community. This has already resulted in the path between the school and the church being re-opened so that pupils become much more familiar with being part of the church community. The school has gained the International Schools award as a means of enabling the children to understand national communities and to follow the worldwide mission of the church by supporting charities and children overseas. Pupils organise fund raising events for charities both local and global. The governing body, which includes members of Rowlands Methodist Church and the Bury Methodist Circuit, promotes, monitors and reviews the effectiveness of the school as a church school. The school's self-evaluation is very accurate and demonstrates that leaders know how well the school is doing and what needs to improve. This has led to actions being taken to successfully improve pupils' achievement and the school's effectiveness since the arrival of the current headteacher. Foundation governors are fully involved with the school. All the areas for development from the previous inspection have been addressed. The partnerships are strong but there is a determination to improve them further. To develop future potential leaders of Church schools the headteacher takes every opportunity to involve senior staff in important discussions such as meeting the inspector during this inspection. The school leaders welcome students and other trainees into school to develop their skills. Leadership of RE is given high priority and led by the headteacher. The headteacher leads by example and sets a good role model for the staff and the pupils. Parents spoken to during the inspection were all very pleased with the school and the Christian values it promotes. Parents support the school well and are actively involved in school events and are able to talk to senior staff when they bring their children to school.

SIAMS report June 2014 Summerseat Methodist Primary School, Summerseat, Bury, BL9 5NF