

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Boothstown Methodist Primary School

Vision

Care, Learn, Achieve

This is taken from the words of John Wesley, the founder of Methodism, to have a vision to 'Do all the good we can'.

Boothstown Methodist Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- Leaders have created a memorable and purposefully phrased vision which is a living reality in Boothstown Methodist Primary School. It is central to the decisions and actions that are taken. Consequently, pupils flourish here.
- The vision has led leaders to ensure that everyone is treated well. As a result of positive and productive interactions, people thrive. Wellbeing is of paramount importance and the strategies that are employed are highly effective.
- Collective worship, which is inclusive and inspirational, is at the heart of the school's work. Pupils recognise the difference that it makes in their lives. The values and themes explored in worship enable pupils and adults in the school to live out the vision on a daily basis.
- Leaders, as a result of the vision, have ensured that planned opportunities for spiritual development occur throughout the curriculum. They have invested in providing enrichment opportunities and wider experiences that excite and engage pupils. This supports their spiritual growth.

Development Points

- Ensure there is a shared understanding amongst leaders of the theology that underpins the vision. This will enable them to clearly articulate how the vision is deeply Christian in nature.
- Empower pupils to address injustice by identifying moral or ethical issues independently and being the agents for change. This is so that they recognise and take actions that enrich the lives of others as well as their own.



Inspection Findings

Boothstown Methodist Primary School is a place where everyone is loved and valued. The carefully structured vision has engendered a strong sense of care and belonging which leads to people flourishing. This is evident from the moment that they enter the school gate, where they encounter a beautiful outdoor spiritual area. This was created in partnership with members of the community and represents the character of the school. Leaders ensure that the vision underpins their decisions. As a result, it is a lived reality. They proudly state that they ‘teach hearts as well as heads’. The vision is rooted in theology and draws upon the teachings of John Wesley. The original foundation of the school is upheld, and Methodist principles guide the work of leaders and governors. The impact of the vision is monitored and evaluated rigorously through a planned series of visits and meetings. However, the theology that underpins the vision is not consistently articulated.

In line with the aspiration of the vision, the curriculum is planned in a way that inspires pupils to achieve. They are given a broad educational offer that is supplemented by high quality extra-curricular and enrichment activities. Pupils in several year groups, including Key Stage 1, attend residential visits where they have new experiences in natural settings. There are planned opportunities for pupils to think deeply about both the world around and beyond them. As a result, they develop a spiritual response which helps to shape their thinking. Governors have made strategic decisions that ensure that these activities are for the benefit of all pupils. They generate a depth and richness to the curriculum. Inclusion is strong. The school works closely with parents to ensure that appropriate support is in place for pupils who need it. As a result of individual care and attention, pupils flourish and overcome barriers to their learning. Training provided for staff has led to positive changes in their approaches to behaviour management and support for individuals. Conflicts are dealt with restoratively and with compassion, resulting in a sense of calmness during both learning and social times.

Collective worship is at the heart of the school’s work. It is used effectively to explore the vision and provides spiritual enrichment. Carefully sequenced planning ensures that Methodist values are systematically examined. These deepen the understanding of the teachings of Jesus. A recap of previous content at the start of worship helps to cement knowledge. Pupils sing enthusiastically and joyfully. The local minister is a regular visitor to the school, and joint services are held in the nearby church. High quality stories and books are made available for pupils to enhance their spiritual reflection. A pupil worship council supports the evaluation and organisation of worship, and suggests which features mean most to them. Leaders take note of suggestions and these lead to changes being made. For example, values celebrations have become more accessible to the whole school community. This raises the profile of the values and impacts positively upon pupils’ attitudes and behaviours. Older pupils record their reflections on each worship in a shared book. This enhances their spiritual development. Pupils are encouraged to continue personal reflection in classrooms, using individual prayer spaces. Younger pupils have a prayer bear that they take home to support their own reflection and prayers. This is valued, as it helps them to understand the importance of thinking about and praying for others.

‘Care’ is deliberately the first word of the Boothstown Methodist vision, and it demonstrates that wellbeing is of paramount importance. There is a welcoming, family atmosphere that flows through the entire school community. Parents value the close relationships that they have with school staff. Diversity is celebrated and a culture of acceptance and tolerance is evident. Pupils enjoy learning about the beliefs of others. For example, finding out about prayer practices in Islam supports their understanding of Muslim friends. Pupils have many opportunities to take responsibilities in the school. As a result, they feel listened to and know that their opinion matters. There are a



number of pupil councils that take effective actions to improve the experiences of others. Leaders are active role models, living out the vision and setting a high standard for personal and moral conduct. They provide planned activities to demonstrate that everyone is valued and appreciated. The staff team care deeply for each other. They know that their wellbeing is important, which results in a collective resilience. Governors effectively monitor wellbeing throughout the school. The vision has led to the development of opportunities that provide individual support for families who need it. For example, leaders work with a charity to enable an emotional support worker to be based in the school. This impacts positively upon the lives of members of the school community. The school is recognised as an emotionally friendly setting by the local authority as a result of the work that it does.

The school has a number of strong partnerships and connections that are important. Leaders access support and training from the Methodist Academies and Schools Trust, which has led to positive improvements being made. Pupils understand justice because it is one of the school values. They can recognise how they can make a difference in the lives of others, for example by supporting charities. They can describe why it is important that they care for other people. Pupils sometimes take action when they need to. For example, a small group puts the bins away for older residents in their street. Other pupils created a code of conduct for playing games using technology, which improves their online experiences. However, they do not always act independently to identify and address injustice when they see it.

Religious Education (RE) has a central place in the school's curriculum. Pupils value and highly enjoy the subject and say that it is important to them. They learn about a broad range of religions, as well as specific features of Methodism. Curriculum decisions are made carefully to ensure that breadth is built upon progressively. Pupils have a secure understanding of the features of world religions, and appreciate that different interpretations of faith exist around the world. They are starting to understand that Christianity has a global nature and can recognise some diversity in representation. The RE leader has benefitted from effective training and support, including local networks. She leads the professional development of others by delivering termly training. This has a positive impact on staff confidence, and enriches the curriculum for pupils.

Information

Address	6 Chapel Street, Boothstown, Worsley M28 1DG		
Date	20 January 2025	URN	105942
Type of school	VC	No. of pupils	215
District	North West England District		
Headteacher	Karen Armfield		
Chair of Governors	Kim Law		
Inspector	Rick Weights		