

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Burscough Bridge Methodist Primary School

Orrell Lane
Burscough
Ormskirk
Lancashire
L400SG

Current SIAMS inspection grade	Good
Methodist District	Liverpool
Previous SIAMS inspection grade	Good
Local authority	Lancashire
Name of multi-academy trust / federation	N/A
Date of inspection	19 January 2017
Date of last inspection	1 December 2011
Type of school and unique reference number	Voluntary Controlled 119402
Headteacher	Jenny Kennedy
Inspector's name and number	Ian Rimmer 801

School context

Burscough Bridge is a much smaller than average sized village school with three mixed aged classes serving the local community. The current headteacher was appointed on a part-time basis in September 2015 and the deputy headteacher leads the school for the remainder of the week. The majority of pupils are White British and few are from minority ethnic groups. The proportion of pupils known to be eligible for free school meals and those with special educational needs is broadly in line with national average. The proportion of boys is well above. The school recently achieved the Lancashire Behaviour Quality Mark Gold Standard.

The distinctiveness and effectiveness of Burscough Bridge as a Methodist school are good

- The school's Christian character, underpinned by distinctively Christian values, strongly influences daily school life and all aspects of pupils' spiritual, moral, social and cultural development.
- A very high value is placed on collective worship and regular creative opportunities for personal reflection.
- The Christian vision of the leadership and management is shared across the whole school community.
- Pupils enjoy and are challenged by Religious Education so that it has a major role in strengthening the Christian character of the school.
- Very strong links exist between school and church which bring mutual benefits to both.

Areas to improve

- Develop a more strategic self-evaluation policy in order to directly and convincingly further improve the effectiveness of the school as a distinctively church school.
- Provide more opportunities for pupils to routinely take more responsibility for particular aspects and evaluation of daily collective worship in order to further enhance the impact on the school community.

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

From the moment of being warmly welcomed into Burscough Bridge School and seeing the distinctively Christian mission statement, Methodist orb and cross as well as John Wesley's Rule, it is clear that this is a well-ordered, distinctively Methodist church school. Members of the school community speak proudly about how the mission statement and John Wesley's Rule have a strong impact. One pupil spoke about these being part of what you do every day. Another pupil referred to showing respect when a teacher is talking so that all can listen and learn. Staff consistently model the Christian values. A prominent hall display celebrates that any child can accomplish anything when everyone's hands and hearts come together. This is further reinforced by everyone's name being stuck on a separate building block to make a strong and high tower.

The school's Christian character drives its approach to attendance so that attendance is better than national average. Parents say that their children are happy when coming to school because of the nurturing family atmosphere in the school. They completely trust the staff to care for their children when they might be feeling a little unwell but they still want to attend school. Parents also appreciate how the school sensitively offers family support during difficult times.

The school community shares a highly developed interpretation of spirituality because they particularly enjoy the variety of regular high quality opportunities to pray and reflect. Pupils speak openly about praying for God to look after them, help them to be brave and safe as well as being thankful to God. These include attaching their own prayers to the apple tree of hope in the school grounds and seeing their folded post-it prayers 'open up to God' when placed in water. The spiritual, moral, social and cultural development of all pupils is extremely strong because the school's Christian character underpins the whole of school life.

Relationships across the entire school community and pupils' behaviour are of the highest standard. All members of the school community articulate how the values of love, respect, perseverance and trust impact on their daily lives and in turn enable them all to reach their full potential. Pupils trust their teachers to do their best for them. Parents, staff and pupils also talk about how forgiveness lies at the heart of their school's behaviour policy. This helps pupils to move forward following any disagreements. Pupils say that it is important to love others because Jesus loves them. Parents welcome how the school promotes an understanding of other faiths as well as Christianity. They see the relevance of this in how their children are talking about issues in the wider world and respect people of other faiths by understanding their religions.

Religious education excites and challenges pupils. A Year 6 RE lesson, probing pupil's thoughts and beliefs about whether money can buy true love, was particularly effective in promoting spiritual, moral, social and cultural development. One pupil spoke about money not being able to buy trust whilst another appreciated Wesley's words about working hard to be able to give to others and help them in times of need. A Year 5 pupil wrote about how they wanted to practically help refugee children.

The impact of collective worship on the school community is good

Worship has a very high profile in the life of the school. It is led strongly and the whole school community values worship as a special time. A Year 2 pupil says, 'We worship God because that means we love Him.' Worship is uplifting and pupils enjoy singing a variety of worship songs. They value the opportunities to make links between Biblical material and the distinctively Christian values so that they can apply these to their own lives to help them become better people. During an act of worship from the Values for Life resource, the worship leader, supported by two pupils, illustrated how the Christian value of trust lies firmly at the heart of the school's Big Friend, Little Friend pastoral policy. Pupils openly speak about who they trust and why. One Year 6 pupil commented, 'It's important for people to trust each other and for people to trust me.'

The established practice of staff and clergy planning worship throughout the year ensures that the school community develops a secure understanding of the seasons of the Church's year and Christian festivals. Collaborative events between the local church and school such as the Cross Factors and Hope Journey, Methodist district initiatives, strongly reinforce the Easter message. Recently, the pupils' own Christmas raps enhanced the school's carol service in church. Parents and governors value the times when the school and church come together in worship and fellowship as a local church and community family. Pupils have a developing, age-appropriate understanding of God as Father, Son and Holy Spirit.

They sometimes share their own prayers and appreciate those opportunities to reflect during worship. A variety of prompts handed out during worship promote deeper reflection at the end of the school day. Pupils enjoy contributing to the planning and leading of school services in the local church. However, they welcome greater responsibility for particular aspects of daily worship in school such as drama and leading more prayers. Therefore, they are looking forward to helping school leaders further develop a quiet area next to the hall for reflection and prayer. Whilst monitoring and evaluation of worship does take place, it is generally of an informal nature and as such

does not convincingly lead to effective strategies to help further strengthen the impact of collective worship on the school community.

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

The headteacher, deputy headteacher and other leaders strongly share, articulate and promote a whole school vision to enable all members of the school to flourish and achieve their full potential within the context of a Christian community. This vision is supported by a consistent set of distinctively Christian values. School leaders can speak in detail about how pupils and staff regularly show remarkable levels of love and respect to each other in ways that meet their individual social, emotional and practical needs.

Leaders have a good understanding of the school's performance and actively collaborate with a range of stakeholders to improve outcomes for all groups of pupils. School leadership ensures that it meets the statutory requirements for collective worship and RE. Leaders of worship and RE are enthusiastic and enabled to bring about further improvements because they are well-supported in their roles. Current school leaders benefit because effective use is made of opportunities that arise to increase the leadership capacity of the governors in this church school. This is evident in more effective monitoring of the work of the school through strategies such as learning walks, lesson observations and more focussed evaluation reports to the governing body. However, school leaders identify the need to further refine the self-evaluation of the school as a distinctively church school. A more strategic and effective approach to identify the next key areas for development with more clear and measurable success criteria improves the school's performance as a church school. This includes evaluating the effectiveness of the school's distinctively Methodist character. School leaders have not, however, benefited from any continuing professional development relating specifically to church schools.

Pupils' behaviour for learning and relationships between all members of the school community are very strong because leaders prioritise and ensure that distinctively Christian values permeate worship, RE and the wider curriculum. Leaders of worship and RE speak about improvements on previous good practice. These include referring more openly to Christian values from worship in everyday contexts around school, a better sound system to enhance singing and dynamic leadership of prayer and reflection by local clergy.

Parents, governors, the local and wider Methodist Church, neighbouring nursery and community groups such as cubs and brownies contribute fully to school life to bring about clear benefits for pupils. The new outdoor games area has transformed opportunities for fitness, well-being and social development for young people in the school and local community. The 'Glory of Christmas' concert unites the school and church community in song and fellowship. Harvest promotes greater understanding of the needs of others by collecting food for the more vulnerable in the local community. Opportunities for worldwide projects promote awareness of the basic rights and needs of people, wildlife and the environment on a global scale.

SIAMS report January 2017 Burscough Bridge Methodist Primary School Ormskirk Lancashire L40 0SG