



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Middleton St Mary's Church of England Voluntary Controlled Primary School

Moor Flatts Road,
Middleton,
Leeds
LS10 3SW

Previous SIAMS grade: Good

Current inspection grade: **Good**

Diocese: West Yorkshire and Dales

Local authority: Leeds

Dates of inspection: 11th July 2016

Date of last inspection: September 2010

School's unique reference number: 108002

Headteacher: Sarah Graham

Inspector's name and number: Pauline Hilling-Smith 641

School context

This is a larger than average primary school with 467 pupils on roll. The school serves an area of significant disadvantage. The proportion of pupils who take free school meals is well above average. The majority of pupils are from a White British background. The proportion of pupils from diverse ethnic backgrounds has grown since the last inspection. A larger than average percentage of pupils have identified learning difficulties and or/disabilities. The headteacher was in post at the time of the previous inspection.

The distinctiveness and effectiveness of Middleton St Mary's as a Church of England school are good

- Explicit Christian values underpin all aspects of the life of the school ensuring that strong relationships and mutual respect characterise the school.
- Dedicated leaders and staff responded quickly to the areas set for improvement in the recent Ofsted inspection. As a result, the quality of teaching and learning has improved in Key Stage 1 since then. Most pupils make good progress overall.
- Strong partnership with the local church and clergy make a significant impact on pupils' lives because the church continues to play a part of their lives after they leave the school.

Areas to improve

- Develop the effectiveness of the governing body to improve achievement, especially in reading in Key Stage 1, through holding the school to account as a church school.
- Extend opportunities for reflection by developing a quiet space outdoors.
- Further develop pupils' understanding of God as Father, Son and Holy Spirit.

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

The school's distinctive Christian character, explained in great detail in the new school rap song, is clearly evident in all aspects of school life. In 2015 pupils reached above average standards in writing and mathematics. The school is particularly effective in closing the gap in these subjects between disadvantaged pupils and other pupils nationally. The school has a clear focus on improving the quality of teaching and learning in reading in Key Stage 1 and has refreshed the school library. To their great delight pupils have been allowed to take home and keep the old ones. All pupils, wherever they start from, are enabled to make good or better progress in personal development. They learn how to take their place in the local and wider community. Parents understand and appreciate the impact that the teaching of Christian values of honesty, respect and responsibility has upon the relationships they have with the school and the high quality relationships they observe between all members of the school community. This is particularly evident in the way pupils respect each other and the adults who care for them. As a result, pupils enjoy coming to school and thrive in the supportive and welcoming environment. Pupils are highly motivated to help the poor and disadvantaged in the wider and global community. In RE lessons pupils are given the opportunity to compare the reasons why and in what way others from different faiths donate money to those in need. The well-organised and extensive RE curriculum makes a good contribution to the Christian character of the school. The values and golden rules statements are displayed clearly in the school, and almost every pupil knows and understands the Christian foundation of these rules and their significance for the development of each individual. There is a deeply embedded atmosphere of trust and genuine concern for the physical, mental and spiritual well-being of staff, pupils and their families. The staff know their pupils and their families well; they understand and take account of their background, health and emotional issues so that pupils can thrive have equal access to all aspects of the school's provision. Pupils enjoy school and say they feel very secure and safe consequently they are happy and confident to express their views. Every individual feels valued. Learning about Christianity and other religions in the wider community equips pupils with a greater understanding of the diversity of the human race and teaches them to accept each other's differences. Some parents commented that the reason why pupils play together harmoniously at home is thanks to the understanding of tolerance that they develop in school.

The impact of collective worship on the school community is good

Collective worship is recognised as a central feature of the daily life of the school. Pupils acknowledge the time of worship as being an opportunity to know that Jesus is the light of the world and to be in God's presence. Pupils engage enthusiastically in the weekly collective worship given by the vicar. Pupils have many opportunities to be involved in planning and delivering worship in school and in church. Each class keeps a detailed file showing arrangements made and giving comments about what went well and what could be improved. The foundation governors look at these files and this contributes to their monitoring and evaluation of worship. Pupils know and respond thoughtfully to the termly value as well as to the weekly question posed for study in collective worship. For example, 'what can I do now that I could not do before?' Pupils acknowledge the importance of prayer in a believer's life, and enjoy making up their own prayers for a range of circumstances or needs. They know that it is not necessary to write down prayers and that just to say what they feel is just as effective. As reflective space indoors is limited the school acknowledges that identifying an area for reflection outdoors would provide more opportunity for pupils to enjoy a quiet space if they wished. Understanding of God as Father, Son and Holy Spirit is understood by a few pupils and developing in others. The pupils have a sound understanding that many of the principles or values that are taught through worship find their origin in the Bible. This is supported by scriptural quotes linked to the values and golden rules displayed in the corridors. Pupils articulate clearly how these values are relevant to their own and their families' lives. The pupils experience a range of Anglican

traditions through acts of worship held in the school and in the local church. The church is also used as a resource for the curriculum by the school. Worship is planned around the church calendar. Pupils debate why there are problems in God's wonderful world and how they can make the world a better place and protect and preserve our precious world.

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

The school has benefited greatly from the long standing highly dedicated and experienced headteacher and the down to earth hands on vicar. The governing body has increased the number of governors with an education background and although they reflect upon the effectiveness of the school as a church school this aspect of their work needs to be sharpened in order to improve achievement further. Staff are well trained and the headteacher and foundation governors understand particularly well the implications of leadership in a church school. Training has been used well to inform the regular review of the school's values and the understanding of all staff about the underpinning Christian principles on which the work of the school is based. Governors have been swiftly involved in drawing up effective plans to respond to improving achievement in reading in Key Stage 1 which are having an impact on pupil's achievement. The rigour of the work of the Improvement Strategy Group in their action plans to address achievement issues in reading, the collection of evidence of progress and checking the accuracy of assessment are impressive. More extensive training by the full governing body would enable all governors to be more fully involved in evaluating the contribution of the church school status to raising achievement even further. The incoming executive headteacher has been effective in rapidly improving the quality of teaching of reading in Key Stage 1. Leaders and managers articulate and promote a clear Christian vision for the school based on the Christian values of service to the community and working hard. They recognise the impact these have upon pupils and the whole life of the school. Over the last five months, since the Ofsted inspection, leaders and managers have developed a sharper understanding of the link between the quality of teaching and school performance data. As a result, they are now monitoring what happens in classrooms closely to ensure that accurate assessment leads to a closer match of work to pupils' abilities. They ensure that worship is underpinned by the school's distinctive Christian values which contribute to good behaviour and caring attitudes among staff and pupils alike. Developing skills for leadership is encouraged and middle leaders have a good impact on key areas such as RE.

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