



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### John Fletcher of Madeley Primary School

Upper Road  
Madeley  
Telford  
Shropshire  
TF7 5DL

**Previous SIAS grade: Outstanding**

**Current inspection grade: Outstanding**

**Diocese: Herefordshire**

Local authority: Telford and Wrekin

Dates of inspection: 3 February 2016

Date of last inspection: 29 September 2010

School's unique reference number: 123526

Headteacher: Matthew Gould

Inspector's name and number: Angela Daniel 757

#### School context

This two form entry primary school opened in September 2011 when the previous infant school closed and the junior school expanded. The headteacher has been in post since its opening. It is Voluntary Controlled (VC) with a joint Anglican Methodist foundation, as was the previous junior school. The Methodist church in the town has closed. There are 419 pupils on roll. There is a speech and language class, an NHS referral centre, with places for 8 pupils. The percentage of pupils with special educational needs support is above the national average. The school is situated in an urban development of mixed housing and most of the pupils are white British.

#### The distinctiveness and effectiveness of John Fletcher of Madeley as a Church of England and Methodist school are outstanding

- The school's leaders ensure that authentic Christian principles and practice support a community in which every person is valued and can flourish
- Honest self-evaluation, aspirational improvement plans and committed staff are key to significant and sustainable progress in terms of meeting the academic, spiritual, moral, social and cultural needs of all pupils
- Christian values are clearly understood because of cohesive planning, which includes worship and religious education (RE); they are lived out in relationships and behaviour throughout the school

#### Areas to improve

- Monitor and evaluate collective worship and RE so that collective worship more consistently inspires spiritual development and standards in RE continue to improve
- Plan worship to model more of the practice of the Anglican and Methodist church so that pupils can confidently plan and lead worship themselves
- Convey the school's Christian principles and practice even more clearly in policies, signage and communications so that the school community understands what motivates and informs school decisions

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

The school is whole-hearted about its Christian purpose in respecting and celebrating difference and diversity. This attitude is evident in the way that all school staff make time to meet the needs of all pupils and rejoice in individual success, particularly that of the most vulnerable. Pupils with speech and language difficulties receive specialist support, grow in confidence and are enabled to attain at nationally expected standards. 'You are accepted just as you are,' is how one Year 6 pupil expresses what is evident in positive relationships at every level throughout the school. A Year 2 pupil confidently shared about her beliefs and practice as a Muslim in a Year 1 RE lesson. Each child was encouraged to celebrate their unique family by drawing a picture as part of a key stage display, 'Different Families. Same Love'. The school recognises that its investment in instilling Christian values develops security and trust which impact positively on behaviour and achievement. Staff go the extra mile in terms of ensuring that individual and family needs are met. Parents speak of the school helping practically and emotionally in times of difficulty. As a result of this level of care and commitment, the school's number on roll has increased by about 40 since it opened and levels of attendance are good and improving. The school's deeply held conviction that everyone is loved and accepted as children of God is conveyed in its intolerance of any form of bullying. The school recognises the need to educate pupils in their understanding of other cultures and beliefs. A whole school 'multi-cultural fortnight', considering world events, and RE lessons enable pupils to extend their strong sense of acceptance and understanding to national and world issues. Local clergy make a valuable contribution to the Christian distinctiveness of the school. A part-time lay worker has been appointed by the Methodist church to provide Christian support for the school. This enhances the work of the local Anglican church in terms of building mutually beneficial relationships within the local community.

### **The impact of collective worship on the school community is good**

Over a two-year rolling programme the school focuses on twelve Christian values such as love (agape), justice and forgiveness. Thoughtful and effective planning helps pupils to understand how these values are rooted in Bible stories and teaching. The member of staff who now has responsibility for collective worship has attended training and is encouraged by a member of the senior leadership team who previously led worship. The collective worship leader fulfils her role conscientiously and enthusiastically, establishing themes and providing resources for all those who lead worship in classes, phases, key stages or as a whole school. Therefore there is a shared understanding of Christian values across the school. Time is taken to relate a Bible story to behaviour. In Key Stage 1 worship pupils were able to relate the story of Zacchaeus to the value of honesty. Collective worship is enriched by the local clergy and the school's lay worker who are involved in planning and leading worship. The 'Open the Book' team helped the pupils to be able to appreciate how Jesus can bring peace by sharing the story of the calming of the storm. Pupils are able to articulate how they should work to resolve conflict because 'the Christian value is peace'. The monitoring and evaluation of worship is not undertaken regularly by governors, worship leader or pupils. Whilst collective worship is powerful in teaching pupils about Jesus and stories from the Bible, it is less consistent in terms of contributing to spiritual development. Songs are not a regular part of collective worship and there is little evidence of pupils being inspired to reflect on the theme that has been presented. Generally, collective worship does not hold a uniquely special and exciting place at the heart of the school community. Elements of Anglican and Methodist worship are not experienced sufficiently for pupils to be able to plan and lead their own acts of worship. Worship times in the local Anglican church are limited. However, pupils do enjoy planning and leading class-led worship with a member from the local church and benefit from reflecting on the link between a Bible story or teaching and their behaviour. Pupils write their own prayers for these worship times. Prayer spaces have been created by each class to provide a place for reflection and pupils appreciate that these are places that they can go to when they feel 'angry', 'sorry', 'uptight' or 'sad'. A school prayer has been compiled which includes contributions from pupils across the

school. 'My idea was about adventure – because life is an adventure,' explained a Year 6 child. Pupils clearly appreciate being valued and the opportunities that they have to share their feelings. This is a place where every pupil is allowed a unique space to grow spiritually, socially and emotionally.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

At every level the leadership and management of the school is driven by authentic Christian principles and practice. The school's governors upheld the school's Christian foundation as this new school was established. They purposefully appointed a headteacher who would lead the school to improve its provision for pupils academically, spiritually, socially and culturally. There is great clarity in terms of priorities for school improvement identified by the school's leadership team and this is informed by rigorous and reflective self-assessment. Practical solutions are found that lead to improved outcomes for all pupils. The appointment of learning mentors and increased non-contact time for the special educational needs co-ordinator has led to specific intervention programmes with assessed impact for pupils with special educational needs. Older pupils recognise how the school has 'come together' since 2011, commenting that the headteacher is 'magical'. The headteacher 'gets' what it means to lead a church school and he is driven to demonstrate what that means in practise. He chooses to attend training that impacts on everyone's best interests such as a recent course on 'acceptance without exception'. A powerful team of staff has been forged together who are energised into giving their best for every child because they feel supported and appreciated. Relevant training is undertaken enabling governors and staff to serve and lead the school wisely. Diocesan courses have prompted the school to be increasingly confident in developing the school as an effective church school. The school's curriculum is evolving creatively to meet pupil needs as well as responding to meet national expectations. The denominational committee of governors meets termly to provide both practical and spiritual support for staff, pupils and the wider community. There are representatives from Anglican and Methodist traditions. They share their theological expertise to develop the collective worship programme and the lay worker contributes to the teaching of RE. This group is an important source of encouragement and wisdom for the school as it makes educational decisions and establishes a vision to meet the needs of this learning community. Issues such as Christian values, spirituality and British values are considered sincerely and ideas are channelled into areas for school improvement. This committee does not have a formal system for monitoring the impact of daily collective worship throughout the school. Therefore it is unable to fully support the development of worship to be a regularly inspirational time for the school community. RE has an important place in the school curriculum although leaders do not monitor and evaluate standards sufficiently to ensure that most pupils leave school with a clear understanding of major world faiths. The enthusiasm and good humour of the teaching team is infectious and pupils catch the same commitment and joy. There is a profound feeling of care and respect within every level of leadership within the school that is motivated by Jesus' call to serve and love everyone.

SIAMS report February 2016 John Fletcher of Madeley Primary School, Telford TF7 5DL