



Boothstown Methodist Primary School

Inspection Report

Unique Reference Number 105942
Local Authority Salford
Inspection number 287372
Inspection dates 9–10 October 2006
Reporting inspector Stephen Wall

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	6 Chapel Street
School category	Voluntary controlled		Boothstown, Worsley
Age range of pupils	4–11		Manchester M28 1DG
Gender of pupils	Mixed	Telephone number	0161 7903263
Number on roll (school)	191	Fax number	0161 7903145
Appropriate authority	The governing body	Chair	Mrs K Phythian
		Headteacher	Mr Geoff Jones
Date of previous school inspection	15 October 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Boothstown Methodist is a slightly smaller than average primary school on the outskirts of Salford. It serves a mixed area. The proportion of pupils eligible for free school meals is below average. Nearly all pupils are of White British heritage and have English as their first language. The proportion of pupils with learning difficulties and/or disabilities is below average. Children attend a private nursery on the school site and enter the main school in the Reception when they are 4 years old.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils' personal development and well-being are outstanding – a judgement which is a grade higher than the school's own modest evaluation. Pupils love coming to school and grow into confident and mature young people ready to take advantage of the next stage of their education. Their behaviour and manners are exemplary. Parents are unanimous in valuing highly the education the school provides for their children. 'Boothstown Methodist has been a school where my reluctant, passive child has thrived and become a confident, sociable child who really enjoys school,' was a typical parental view. The school offers good value for money.

Children enter the Reception class with attainment levels that are generally above average. Despite the lack of dedicated and appropriate outdoor provision which limits the choices they can make in their own learning, Reception pupils make good progress because of the good and focused teaching they receive. Good progress is maintained in Key Stages 1 and 2 where standards are well above average in reading, mathematics and science. However, standards in writing, although just above average, are not as high as they should be. The school is tackling this rigorously and standards observed during the inspection and the Key Stage 2 results for 2006 show that improvement is well underway.

Good teaching means pupils receive well prepared lessons with a good range of activities to engage them effectively in their learning. Teachers use information and communication technology (ICT) well to add extra interest to lessons and to encourage pupils' independent research skills. The curriculum is broad and balanced. There is a wide range of enrichment activities which pupils value highly: participation rates are high and this adds significantly to the pupils' adoption of healthy lifestyles and appreciation of the arts. Procedures to ensure the care and safety of pupils are in place. Pupils feel safe and are confident that teachers will deal with their problems swiftly and effectively.

Leadership and management focus successfully on raising standards and achievement. They promote good levels of teamwork. Effective self-evaluation procedures enable the school to identify accurately its areas of strength and those in need of further improvement: this means it has good capacity for further improvement. Good progress has been made since the last inspection.

What the school should do to improve further

- Improve the outdoor provision for pupils in the Foundation Stage so that they have a full range of options to support their learning.
- Raise standards in writing to match those in other subjects.

Achievement and standards

Grade: 2

Pupils make good progress at all stages and achieve well in relation to their starting points. The majority of children enter the Reception class with above average skills for their age. The lack of appropriate outdoor provision, which limits the range of options open to them, is compensated for by good teaching which enables them to achieve above expected levels by the time they enter Key Stage 1. Good progress and achievement are maintained in Key Stages 1 and 2 where standards remain above average in mathematics and science. In reading, pupils make exceptional progress and standards are well above average. Writing lags behind and standards, although just above average, are lower than they should be. The school has rightly made this a priority and has put into place a range of improvement measures which are starting to have a positive impact. This is seen, for example, in the improved quality of pupils' work, the school's tracking data and in the 2006 results where the proportion of pupils achieving the higher levels expected of them improved.

All pupils make good progress including those with learning difficulties and/or disabilities. Demanding targets in mathematics and science are regularly met or exceeded and were also met in English in 2006.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding and better than the school judges them to be. Pupils' behaviour is excellent and they treat others in the school with care and consideration. Pupils enjoy coming to school and this is clearly seen in their excellent attitudes to learning and their above average levels of attendance. The school's strong Christian values underpin the pupils' clear understanding of right and wrong. Their considerate behaviour and respect for others help to create the happy and harmonious atmosphere in the school. Pupils develop an awareness of other cultures and faiths and have many opportunities to develop their own spirituality through quiet reflection, which is a feature of their daily lives in school. Pupils are aware of how diet and exercise contribute to a healthy lifestyle and actively make healthy choices for themselves. Many pupils make valuable contributions to the smooth running of the school and helping others by acting as prefects or reading buddies. For example, as one child reported, 'Everyone helps each other'. Pupils feel safe in school and are confident learners. Pupils' excellent personal skills as well as their good grasp of basic skills in mathematics, reading and ICT equip them well for the future.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good throughout the school and pupils make good progress as a result. Pupils' excellent behaviour and concentration contribute positively to the quality of learning in classrooms. Clearly focused lessons include a variety of interesting activities which are pitched at suitably challenging levels for all pupils. This ensures that they achieve well and are stretched in most subjects. Teaching assistants are used well to support pupils' learning. Assessment data are used to good effect to identify pupils who would benefit from the extra support teaching assistants are able to provide. The creative and effective use of ICT in lessons and the quick pace at which most are conducted mean that pupils' interest is engaged consistently well and good, productive use is made of time. High expectations and the good quality of relationships combine to encourage pupils to do their best and produce well above average standards of work.

Teachers mark pupils' work regularly and most write comments which are helpful guides to improvement. Targets written in pupils' books and on their desks inform pupils of what they need to do next to make their work better and guide pupils effectively in developing their learning.

Curriculum and other activities

Grade: 2

The good curriculum meets statutory requirements and the needs of pupils, including those with learning difficulties and/or disabilities. However, provision for Reception pupils is too limited because of the lack of suitable outdoor facilities. ICT facilities have improved since the previous inspection and are now good: teachers and pupils use them well across a range of subjects. Good links exist with local high schools to extend the curriculum by offering, for example, a modern foreign language. Much to the pupils' appreciation, the school offers a wide range of enrichment activities in sport and the arts; numbers participating are high. Music is particularly strong with over a quarter of pupils learning an instrument and large numbers singing in the choir. Trips out, including an exciting residential to the Lake District, broaden pupils' experience and levels of enjoyment significantly.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. Pupils trust and respect their teachers and know adults are always ready to help them. Child protection arrangements are in place, reviewed regularly and are understood by staff. Appropriate checks are made and recorded on adults who work with the pupils. Vulnerable pupils are quickly identified and supported by effective use of outside agencies where necessary. Health and safety checks are conducted regularly and risk assessments are in place. Good

induction procedures make sure pupils settle in quickly and the school does all it can to make sure pupils are prepared for their transfer to secondary school.

Support for pupils' academic progress is good. Recent improvements to the tracking of pupils' progress means they are now gaining better levels of support and guidance in understanding what they need to do to improve their work, particularly in writing.

Leadership and management

Grade: 2

Leadership and management are good. The good leadership of the headteacher, ably supported by the recently appointed deputy headteacher, gives the school a clear vision for its future development. It focuses sharply on strengthening the areas in need of improvement, such as raising standards in writing. The quality of teaching and learning is monitored regularly and the outcomes are used as an integral part of the school's self-review process. This process is extremely thorough and includes the views of all stakeholders including parents and pupils. As a result the detailed school improvement plan, which grows from the evaluation process, identifies clearly and accurately the priorities which will have most impact on raising standards and achievement even further. Subject leaders are knowledgeable and share the agenda for improvement. Good teamwork is evident. They monitor the quality of pupils' written work regularly and spread good practice among colleagues. On a day-to-day basis the school is well managed. Good routines, a code of conduct and a set of rules which pupils respect ensure an orderly, secure and welcoming environment in which the children thrive. Governors are effective and conscientious in carrying out their duties. They know the school well and are very supportive. They are not afraid to challenge the school leadership when necessary in the best interests of the children.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome when we came to inspect your school recently. We really enjoyed talking to so many of you and were grateful for all your views, which helped us reach our judgements.

We think you go to a good school where you make good progress in your learning because your teachers take your education very seriously and do their best to make your lessons interesting and enjoyable. We were most impressed by how well the school helps you to grow into really responsible and caring young people. Your behaviour and your manners towards us, your teachers and each other were excellent. It is no surprise therefore that so many of you said how much you enjoy coming to school. Your headteacher and the teachers run the school very well so that you all have a happy and safe environment to work and play in.

In order to make your school even better we are asking two things:

- provide a proper outdoor area for the children in Reception
- improve your standards in writing so that they are as high as in other subjects like mathematics and reading.

We know the school is already putting into place a lot of things to help you with your writing. You must work hard at it to help your teachers make sure you do as well as you can.