

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Richmond Methodist Primary and Nursery School

Vision

'Doing all the good we can'. For all.

'Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as ever you can.' (John Wesley, 1799 Collection of Sermons)

Richmond Methodist Primary and Nursery 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

- The Christian vision is the natural, unenforced language of the school. It is lived out through a tangible and readily understood expression of love which permeates throughout the school. This creates a profound sense of belonging, enabling pupils and adults to flourish.
- This is an exceptionally inclusive school where pupils and adults are known and loved as the unique person they are. Staff carefully adapt the curriculum and provide specialist input creating an equity of provision. The impact of this on pupils is highly beneficial and can, at times, be truly transformational.
- Collective worship is an uplifting and valued time for adults and pupils. Worship enables spiritual development through meaningful moments of reflection, combined with joyful singing and opportunities to consider Bible teachings. This is enriched through effective partnerships with the Methodist Church.
- Modelled and exemplified by ambitious school leaders, including governors, nurturing relationships are at the heart of the school. They are a powerful expression of the Christian values of the school, creating a culture of love and acceptance. Pupils and adults feel listened to and heard which enhances their personal wellbeing.
- Religious education (RE) is passionately and effectively led. The curriculum is carefully balanced and highly relevant to the needs of the pupils, extending their knowledge and understanding of a range of worldviews.

Development Points

- Deepen pupils' understanding of justice and responsibility. This is to develop the way their individual worldviews empower them to make a difference to others beyond the local community.



Inspection Findings

The Christian vision creates a deep sense of belonging and togetherness at Richmond Methodist Primary and Nursery School. Staff, parents and pupils value the sense of welcome and unity which flow naturally from the vision. Leaders, including governors, ensure that this is lived out in their actions and expressed through well-known Methodist values. This creates a tangible sense of harmony which permeates throughout the school. Governors know the school extremely well and care deeply about it. They are fully invested in ensuring the vision is both 'lived and breathed.' The vision acts as a touchstone ensuring the impact of leaders' decisions reflect the school's Methodist foundation. Leaders actively support other Methodist schools, embodying the words of the vision to 'do all the good we can'. Within school, and the local community, school leaders model the core values of the school. Consequently, these are actively embraced by staff and pupils creating a school community with love at its very centre.

Inclusion is at the beating heart of the school and the lens through which leaders and staff design the curriculum. The words 'for all', taken from the vision, drive leaders to ensure the curriculum meets the unique needs of learners. This extends beyond the curriculum into the wide range of extra-curricular activities provided which enrich learning. The impact of this on pupils, including those who have special educational needs and/or disabilities (SEND), is profound. Shaped by the Christian vision, adaptations are carefully and thoughtfully made which can, at times be truly transformational. The provision of a nurture group provides a calm start to the day, supporting the pupils who access it. Staff are resolute in their determination to discover the spark which ignites a love of learning in individual pupils. This is driven by the vision and a sense of 'unconditional agape love' to ensure pupils thrive in their learning. Parents deeply value the practical support that the school provides and the positive impact this has on their children. Spirituality is woven throughout the curriculum in moments of reflection and opportunities to sense awe and wonder. The school has a shared understanding of spirituality. This provides pupils with the language to express the impact of experiences within the curriculum on their spiritual development. Carefully planned partnerships, for instance with maths and English research groups, enhance staff expertise and pupils' learning.

Collective worship enables pupils and adults to flourish spiritually. Guided by the vision, it creates a sense of togetherness powerfully expressed by the inclusive welcome provided at the start. Through leaders' awareness of the different ways that people develop spiritually, they ensure a variety of styles of worship are available. Worship provides meaningful moments to quietly reflect, consider the needs of others and the meaning of Bible stories. Underpinned by their Methodist foundation, singing is inspiring and offers uplifting moments of spiritual development for adults and pupils. Singing also enhances pupils' knowledge of teachings from the Bible, which they remember and spontaneously recall through the day. Worship is enhanced through the effective partnership with the local Methodist Church and The Methodist Academies and Schools Trust (MAST). The decision by the Methodist Church to fund a chaplain enriches the provision of worship and spiritual development in the school. Monitoring by leaders and governors enhances the consistency of worship, ensuring a positive impact on pupils and adults. The school's active engagement in professional development opportunities provided by MAST, further strengthens the provision of worship and spiritual development.

The wellbeing of adults and pupils is a priority for school leaders, including governors. Consequently, attendance is high throughout the school and adults feel encouraged and supported in their professional development. Governors and leaders actively evaluate school policies to ensure they are beneficial to staff and pupils. For



example, the outcome of the review of the school's feedback policy provides practical support for staff wellbeing. Healthy relationships blossom through a sense of being heard, seen and known. Lunchtimes are enhanced through innovations which encourage creative development and teamwork in which pupils of different ages play together. When pupils disagree or fall out, restorative practice gives them a language to repair relationships. Together with opportunities to develop resilience, this supports pupils with their transition to secondary school. Adults and pupils generously celebrate positive moments in their lives and provide nurturing support for each other in more difficult times. Adults speak warmly of the 'overwhelming care' from leaders and colleagues which they benefit from. This flows from the vision and upholds them when they face challenges.

Pupils thoughtfully demonstrate a personal sense of responsibility and care towards others. During social times, pupils actively seek those who are on their own so they feel welcomed and cared for. This stems directly from the 'agape love for all' which is at the heart of the school's Christian vision. Considering areas such as generosity in worship creates meaningful time for pupils to reflect on the needs of others. Often, this leads them to do something practical and helpful which benefits the school and the local community. Examples include support for the foodbank, lobbying for a bike park in the local area and making personal ethical choices. Pupils' understanding of spirituality enhances this as they look outwards, beyond their own needs. The Eco Green Flag Award and Investors in Richmond Award are evidence of the positive impact of their action. Opportunities to respond to injustice beyond the local area are less developed. Ambitious leaders are eager to expand the impact of their drive to do 'all the good we can' beyond their immediate community. This is directly inspired by the school's vision and Methodist foundation as they seek wider opportunities to share this.

Leaders regard RE as a priority subject within the school. It is effectively and knowledgeably led. The recently revised curriculum is balanced, providing pupils with rich and well-planned opportunities to develop their knowledge. They demonstrate a good religious literacy including a clear understanding of a breadth of worldviews and religions. Pupils are clear that Christianity is a global, living and diverse faith. The curriculum has been purposefully, and relevantly, adapted to extend pupils' understanding of Methodism. Focused learning days for pupils enrich the curriculum and provide them with moments for discussion which engage and challenge them. This deepens pupils' opportunities to reflect personally on the way worldviews are lived out. Valued training experiences for staff deepens their confidence in teaching RE which strengthens pupils' knowledge and understanding. Older pupils consider areas such as racism and social justice within RE. This further enhances their loving acceptance of individuals, whatever their backgrounds, needs or worldviews, which permeates throughout the school.

Information

Address	Darlington Rd, Richmond DL10 7BH		
Date	16 January 2025	URN	121544
Type of school	Methodist (VC)	No. of pupils	324
District	Methodist		
Headteacher	Sharon Stevenson		
Chair of Governors	Nicola Hebb		
Inspector	Paul Rusby		