

Boothstown Methodist Primary School

Address: 6 Chapel Street, Boothstown, Worsley, Manchester, M28 1DG

Unique reference number (URN): 105942

Inspection report: 13 January 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	●
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Early years

Strong standard 

The provision in the early years is a strength of the school. Leaders have a clear and ambitious vision for giving children a flying start. It is underpinned by an expertly designed and sequenced curriculum. Communication and language development are prioritised and begin in the provision for three-year-olds. There are high-quality staff-to-child interactions that extend vocabulary and deepen understanding. Adults skilfully follow children's interests while introducing ambitious words such as 'bamboozle', 'luscious' and 'fearless'. They ensure that children not only learn these terms but use them confidently in context. This approach supports language development and fosters curiosity.

Reading is a key focus. Phonics teaching is purposeful. It begins with communication and language in the Nursery Year. Teachers enable children to secure the knowledge that they need to read and write. Early mathematics is taught systematically well. Children explore well-resourced indoor and outdoor areas through engaging activities. These include opportunities such as exploring musical instruments and acting out stories. Leaders monitor children's progress closely and adapt provision to meet emerging needs, including additional support for communication and language.

Children, including those who are disadvantaged, leave the Reception Year ready for Year 1. Positive partnerships with parents and carers, along with pastoral support, help to ensure children's wellbeing and readiness to learn. The curriculum offers rich experiences, such as themed days and cultural celebrations, which build confidence and independence.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have established clear expectations for attendance. They communicate these effectively to families. Attendance rates are improving. Leaders' approach is supported by positive initiatives such as 'Attendance Champions' certificates and personalised plans for pupils with higher absence rates. Leaders monitor attendance closely. They identify patterns and act swiftly where persistent absence occurs. They work well with families and external agencies to remove barriers, ensuring pupils return to school promptly.

Behaviour across the school is positive. Leaders have created a calm, orderly and respectful environment. Pupils feel safe and valued. Routines are well established and pupils respond positively to adults and peers. At playtimes, pupils cooperate and show curiosity, exploring the bug hotel and woodland trail. Lunchtimes are calm and purposeful, with evidence of kindness across age groups. In lessons, pupils demonstrate positive attitudes to learning. Parents and carers report that behaviour is consistently positive and discrimination is rare. They are confident that issues such as bullying are addressed swiftly. Staff apply the behaviour policies effectively. Pupils with complex special educational needs and/or disabilities are managed sensitively and with care.

Curriculum and teaching

Expected standard 

Leaders now have a clear understanding of the quality of the curriculum and teaching. In recent years, they have taken decisive action to improve this area. They have put in place organised, consistent teaching methods across the curriculum. This includes fidelity to the phonics programme and an updated lesson design for mathematics. These changes have strengthened pupils' progression through the curriculum and helped them to build foundational knowledge in literacy and mathematics. The curriculum is broad, balanced and ambitious. Subject leaders collaborate to ensure the curriculum design is clear and well-sequenced across subjects and phases.

Staff have secure subject knowledge. They receive regular training and coaching to deliver the curriculum effectively. This includes strategies to extend pupils' spoken and written vocabulary. Teachers adapt lessons for pupils with special educational needs and/or disabilities, those who are disadvantaged and pupils who are known to social care. They make appropriate adjustments to reduce barriers to learning.

Generally, activities help pupils remember what they have learned previously and deepen their understanding. However, teaching does not help all pupils build secure knowledge over time. From time to time, staff do not identify and address pupils' misunderstandings in lessons. This means that some pupils, particularly in key stage 2, have gaps in their knowledge. This means that these pupils do not achieve as well as they could.

Inclusion

Expected standard 

Leaders build a culture that welcomes and supports all pupils. Pupils' needs are identified quickly through assessment information and staff getting to know them well. Staff receive regular training on how to best support these pupils. This ensures that appropriate adjustments are made, especially for pupils with special educational needs and/or disabilities (SEND). Leaders also work closely with families and external professionals, such as speech and language therapists, to provide support and raise aspirations. Parents and carers describe the school's approach as responsive and caring.

Leaders work to reduce barriers to pupils' learning and wellbeing through targeted support, flexible arrangements and inclusive practices. Pupils with SEND benefit from tailored programmes. Leaders closely monitor pupils' progress, reviewing plans and assessing the impact of support for these pupils to further improve the help that pupils receive. Leaders use additional funding to support disadvantaged pupils. For example, leaders provide extra help with reading and support for pupils' wellbeing. However, this is having a varied impact for disadvantaged pupils as their attainment in reading is still below their peers nationally.

Funding is used for specialist resources, therapeutic support and enrichment opportunities. Leaders work well with external agencies and, when needed, alternative provision to meet pupils' needs. This joined-up approach ensures pupils feel valued and supported, helping them take part fully in school life.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the school's strengths. They have prioritised key areas for improvement, including writing, assessment, attendance and online safety. Their decisions reflect a commitment to pupils, particularly those who have special educational needs and/or disabilities. Leaders manage staff's workload thoughtfully. They provide staff with access to a coherent professional development programme. This includes subject-specific training in mathematics, spelling and writing. Staff benefit from this support, which builds their expertise.

Governors are deeply committed to the school's ethos and community. They describe a culture where staff know pupils well and invest in their success. Governors provide support and some challenge, although this lacks rigour around the published data at the end of key stage 2.

Governors are visible in school life, engage with pupils and learn from other schools to inform decisions. They value openness from staff and celebrate pupils' achievements, fostering a positive culture. Leaders and governors communicate effectively with families. This helps to ensure that decisions are transparent and in pupils' best interests.

Personal development and wellbeing

Expected standard 

Leaders prioritise pupils' personal development through a clear, values-driven ethos and a structured programme of taught lessons and wider opportunities. Leaders promote pupils' spiritual, moral, social and cultural development. Pupils are encouraged to reflect on their own beliefs and experiences. They respect others' values and engage thoughtfully with ethical issues. Pupils speak confidently about fundamental British values. They demonstrate an understanding of right and wrong and the importance of kindness. Pupils share learning from many rich experiences. These include cultural celebrations such as Chinese New Year and charity events to raise awareness about positive mental health. These special days foster empathy and community engagement.

The personal development programme is comprehensive and age-appropriate. It provides well for all pupils, including those who are disadvantaged. The programme includes improved online safety education. This helps pupils understand risks to their wellbeing, both online and offline. Pastoral support is caring and nurturing. It includes counselling and strategies such as 'hot chocolate and belly breathing' to ease anxieties. Leadership roles, such as school, worship, eco and wellbeing councils, give pupils a voice and develop their confidence. Residential visits, themed days and sporting activities broaden pupils' horizons. They promote resilience and cooperation. Participation is tracked to ensure disadvantaged pupils regularly access enrichment opportunities.

Teachers support pupils' understanding of healthy relationships and personal safety well. Leaders work closely with families and external agencies to ensure the relationship and sex education programme meets statutory requirements and reflects pupils' needs. This joined-up approach helps pupils to develop the knowledge, skills and attitudes they need to succeed in modern Britain.

Needs attention

Achievement

Needs attention 

Pupils' progress through the curriculum is uneven. Pupils' outcomes in reading and writing declined in 2025, after stronger results in 2024. Attainment in mathematics by the end of key stage 2 remains below the national average. Although there are signs of improvement, by the end of Year 6, some disadvantaged pupils underperform in reading. Leaders have taken appropriate action to improve pupils' achievement. They have introduced newly structured approaches to teaching. These include a revised approach to mathematics lessons and targeted support for pupils who need to catch up. However, the impact of this work is not showing in the most recently published data. Nonetheless, current pupils are progressing through the different subjects in the curriculum more securely than they did in the past. This is ensuring that pupils are better prepared for their next steps in education.

What it's like to be a pupil at this school

Pupils feel a real sense of belonging at Boothstown Methodist Primary School. They describe the school as welcoming and inclusive. Differences are celebrated and friendships are easy to make. Warm, caring relationships with staff help pupils to feel safe and valued. Calm routines and purposeful activities in the early years create a positive start to the day. Pupils enjoy responsibilities such as playground friends and school councillors. These opportunities strengthen pupils' connection to the community. Parents and carers echo this sense of belonging. They value timely access to specialists and support, including counselling through art. Leaders ensure that pupils with special educational needs and/or disabilities (SEND), as well as those who are disadvantaged, are included in all aspects of school life. This is done through adapted enrichment opportunities and targeted support.

Pupils' attainment at key stage 2 is inconsistent. Over time, pupils' attainment in mathematics is below the national average and disadvantaged pupils underperform in reading. While leaders provide targeted support for these areas, this does not help pupils to catch up quickly enough. This means that some pupils are not as well prepared for high school as they could be. Nevertheless, pupils with SEND make steady progress through the curriculum from their starting points. Children in the early years benefit from high-quality interactions and structured phonics teaching. This builds early foundations for reading. Most pupils achieve well in phonics and in the Year 4 multiplication check. Pupils are eager to learn. They enjoy a curriculum enriched with trips, visitors and outdoor learning.

Pupils take pride in representing the school in sports and music. This develops their confidence and resilience. They learn about different faiths and cultures, preparing them for life in modern Britain. Pupils also engage in charity events and community projects.

Pupils behave well in a calm, respectful environment. They understand how to stay safe, including online, and know who to talk to if they are worried. Bullying is rare and dealt with swiftly. Leaders monitor pupils' attendance closely, with positive strategies in place to reduce

absence. Enrichment, including residential visits, helps pupils to develop independence and confidence.

Next steps

- Governors should ensure systems and processes are in place to provide quality assurance of some records and procedures. This will help them to develop their challenge and support for leaders.
 - Leaders should ensure that their current strategies to secure rapid and sustained improvement in mathematics and reading are embedded across the school so that more pupils are ready for key stage 3.
 - Leaders should implement and monitor the pupil premium strategy more rigorously, ensuring staff training and targeted support improve disadvantaged pupils' reading outcomes.
 - Leaders should continue to support staff in making highly effective choices to deepen pupils' learning, for example by ensuring more consistency in how effectively staff identify and address pupils' misconceptions as they occur.
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About this inspection

The chair of the board of governors in this school is Kim Law.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the substantive headteacher, acting headteacher and other senior leaders during the inspection. They also met with members of the governing board, as well as representatives of the local authority and the diocese.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

This school is registered as having a Methodist religious characteristic. The most recent section 48 inspection, which is an inspection of the school's religious character, took place in January 2025.

The school does not use any alternative provision.

Lead inspector:

Helen Friend, His Majesty's Inspector

Team inspectors:

Linda Griffiths, Ofsted Inspector

Sue Eastwood, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 13 January 2026

School and pupil context**Total pupils**

215

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

236

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

22.75%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.40%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.02%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	61%	Below
2024/25 (revised)	39%	62%	Below
2023/24 (final)	60%	61%	Close to average
2022/23 (final)	50%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	74%	Close to average
2024/25 (revised)	57%	75%	Below
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	79%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	72%	Below
2024/25 (revised)	48%	72%	Below
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	75%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	73%	Below
2024/25 (revised)	52%	74%	Below
2023/24 (final)	72%	73%	Close to average
2022/23 (final)	54%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	32%	46%	Below
2024/25 (revised)	18%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	38%	46%	Close to average
2022/23 (final)	50%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	62%	Below
2024/25 (revised)	45%	63%	Below
2023/24 (final)	50%	62%	Below
2022/23 (final)	67%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	59%	Below
2024/25 (revised)	36%	59%	Below
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	60%	Close to average
2024/25 (revised)	45%	61%	Below
2023/24 (final)	63%	59%	Close to average
2022/23 (final)	67%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	32%	68%	-36 pp
2024/25 (revised)	18%	69%	-51 pp
2023/24 (final)	38%	67%	-30 pp
2022/23 (final)	50%	66%	-16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	80%	-28 pp
2024/25 (revised)	45%	81%	-35 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	67%	78%	-12 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	78%	-34 pp
2024/25 (revised)	36%	78%	-42 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (revised)	45%	81%	-35 pp
2023/24 (final)	63%	79%	-17 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	67%	79%	-13 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.6%	5.2%	Close to average
2023/24 (3 term)	7.4%	5.5%	Above
2022/23 (3 term)	6.4%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	15.5%	13.3%	Close to average
2023/24 (3 term)	21.8%	14.6%	Above
2022/23 (3 term)	16.4%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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