

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Michael's Church of England Primary School

<b>Address</b>	Linden Close, Winterbourne, Bristol, BS36 1LG		
<b>Date of inspection</b>	4 July 2019	<b>Status of school</b>	Voluntary Controlled Primary
<b>Diocese</b>	<b>Bristol</b>	<b>URN</b>	<b>I09225</b>

<b>Overall Judgement</b>	<b>Grade</b>	<b>Excellent</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgement</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>

#### School context

St Michael's is a primary school with 198 pupils on roll. Most pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The headteacher was appointed on 1<sup>st</sup> July 2018 having been co-headteacher during the previous year.

#### The school's Christian vision

Enjoy the Present-Educate for the Future-Inspire with Love

Based on the Biblical quotation from St Matthew 19:14

Let the children come to me, and do not hinder them, for the Kingdom of God belongs to such as these'  
All are inspired to fulfil their aspirations through the shared Christian values of Perseverance, Compassion, Peace, Forgiveness, Hope, Friendship and Respect

#### Key findings

- The highly regarded headteacher, school and church leaders have united to create a dynamic learning community which lives out its vision enabling all to flourish.
- The school's creative curriculum strongly reflects the school's vision by inspiring pupils with a deep love of learning and strong belief in their ability to succeed.
- Relationships throughout the school community are of the highest quality. Pupils are exceptionally supportive of one another. Staff feel cared for and this is attributed to the school's vision.
- Whilst pupils plan, lead and deliver worship on an exceptionally regular basis they are not yet working with school leaders to support the strategic development of worship.

#### Areas for development

- Enable pupils to take greater roles in worship so that they are empowered to take a considerable lead in its development.
- Involve pupils in the design of interactive prayer and reflective spaces within school so that pupils have greater access to these calming and supportive times.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

**Inspection findings**

St Michael's has a vision which is deeply rooted in the school's local community and biblical teaching. The centrality of the school's local context is characterised by the school's overarching aim to serve the community. Over the last two years, the lives of the school and church have grown closer. The vision has had a transformational impact by developing an excellent understanding of a Christian learning community enabling all to flourish. As a result, the school has made highly significant progress since the last inspection. The vision is rooted in the Christian beliefs of inclusion and equality. These Christian principles are underpinned by Jesus' words stating that children are to be cherished and considered as equals. These beliefs are fully understood and articulated by pupils as well as leaders. The vision is integral to school improvement plans and policies. Leaders have an exceptionally strong commitment to continuous improvement by having the highest aspirations for their pupils. This is demonstrated by the school's close links with the diocese which has enabled the headteacher to flourish in her new role. Collective worship and religious education (RE) are given the highest priority. Governors have established an exceptionally rigorous Church school self-evaluation process. They have fully addressed issues from the last inspection in ways that have empowered the school to move forward. The church lives out its mission to serve the community resulting in a partnership with the school of the highest quality. This has been recognised by the diocese by its recent Church and School Partnership Award.

The school's own creative curriculum is a highly innovative and holistic expression of its Christian vision. Christian values and spiritual reflection are seamlessly threaded through the curriculum strengthening the impact of the vision. Its focus on educating the whole child through highly enjoyable learning experiences is inspirational and known as 'creating memories'. As a result, pupils' attitudes, aspirations and achievement are transformed. Inspirational visits are closely linked to curriculum themes, such as special locations in Bristol with the focus on 'human creations'. Enrichment days are very special exciting events which bring both school and church communities together. This is a powerful demonstration of the way the love of the church community inspires pupils as in the words of the vision. Standards of attainment and progress are consistently at least in-line with national expectations. Vulnerable pupils, in particular, benefit from considerable support, including from the Pastoral Family Liaison Minister (PLFM). This is one of the many substantial ways that the parish contributes to the life of the school.

The school's motto 'Learn, Care, Enjoy' is directly linked in an outstanding way to the school's learning strategies. Values, such as perseverance and respect, give pupils confidence to question, explore and challenge themselves in pursuit of their learning. Pupils talk with enthusiasm about how the 'fun' activities at school enable them to enjoy their learning and so they succeed. Using big questions enable pupils to explore and respond to global, spiritual and ethical issues in an exceptionally secure setting. As a result, pupils are able to develop and justify their viewpoints and disagree politely. They are passionate in their adoption and pursuit of causes which support their vision and challenge social injustice. Pupils speak with animation about the deforestation of rainforests and its role in endangering the animals which live there. As a result, pupils are determined to raise funds so that they can adopt an orang utan.

Staff well-being policies reflect the school's vision because they create a culture where there is a high level of mutual care and support. The church community also provides exceptional support and appreciation for the work of the staff. As a result, staff morale is very high. The open respectful culture, promoted by the vision, ensures staff and pupils are treated with dignity and respect. It is apparent in pupils' acceptance of difference and diversity, and of cultures. The vision creates a strong sense of belonging to the community of St Michael's where pupils know they are special and highly valued. Relationships between pupils are exceptionally supportive. The school's own special buddy system has an outstanding impact in creating the highly welcoming and friendly culture.

Collective worship is the heartbeat of the school community. Pupils take a considerable lead in their role as the pupils' worship team each week. They also play a key role in supporting governors' monitoring and evaluation process. They are now ready to take greater responsibility for developing worship. Worship promotes Christian values exceptionally well, rooting them in biblical teaching. It is led by a range of Christian leaders including the vicar or the PLFM who visit each week to lead in their own inspirational way. Pupils' understanding of the Eucharist is enhanced by church services held in the school hall to which school families are invited. Pupils have a good understanding of the Trinity from the vicar's special blessing. Pupils say that times of quiet, prayer and reflection create calming peaceful feelings. A recent Pop Up Prayer Space organised by the PLFM had a powerful impact on pupils and adults sense of personal spirituality.

Religious education strongly reflects the school's vision by contributing to pupils' high levels of respect for others.

The curriculum is well balanced between rich learning experiences which cover Christianity and other religions and world views. Teaching, which is at least good and often excellent, is motivating and challenging, enabling all pupils to flourish. Pupils are fully engaged, reflect deeply and can hold challenging conversations about religion, their own beliefs and those of others. The teaching of Christianity is a real strength seen in the way pupils reflected deeply about the core values of forgiveness and reconciliation linked to Coventry Cathedral. Consequently, RE makes a substantial contribution to pupils' spiritual growth. The church community, including leaders, plays a significant role in promoting pupils' understanding of Christianity as a living faith. Two recent very successful whole school Faith Days have been held by the subject leader with the support of the vicar. Pupils met members from the Sikh and Jewish communities who greatly enhanced their understanding of diversity. Monitoring and evaluation by governors is thorough and challenging. Assessment strategies are exceptionally rigorous providing a very clear overview of attainment and progress. The RE subject leader is a specialist and shares her expertise with other local schools as well as within St Michael's. The school's excellent practice is in the process of being recognised by the diocese through the 'Widening Inclusion in Religious Education (Wire) project.

Headteacher	Kirsty Robson
Inspector's name and number	Daphne Spitzer No 37