

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

<b>St Michael's Church of England Primary School, Steventon</b>	
Address	The Causeway, Steventon, OX13 6SQ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
'So in everything, do to others what you would have them do to you' Matthew 7:12 motivates us to use our values in all aspects of our life. It enables us to build a community that cultivates respect, perseveres in all we do and learns with courage.
Key findings
<ul style="list-style-type: none"> <li>• The vision drives strategic development, having a transformational effect on the behaviour and attitudes of pupils. Leaders accurately monitor the Christian distinctiveness of the school to ensure this has impact.</li> <li>• The wellbeing of pupils and adults is prioritised, leading to positive relationships and partnerships within the community. Pupils considered to be disadvantaged are nurtured to flourish.</li> <li>• The rich curriculum is shaped by the vision, leading to respect for diversity. Pupils are challenged to answer the big questions of life and respond to social injustice. The impact of creative activities for spiritual growth is not yet clear.</li> <li>• Invitational collective worship provides meaningful moments to sing together, pray and learn from the teachings of Jesus. The way pupils can articulate the spiritual impact of this on their lives is less consistent.</li> <li>• Wise decisions regarding the planning of religious education (RE) enhances pupils' knowledge of a variety of worldviews and religions. It is unclear to what extent pupils understand the impact of faith on a believer's life.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Enhance opportunities for spiritual growth throughout the school. This is so pupils can articulate the impact of where they experience this within worship or curriculum activities.</li> <li>• Deepen pupils' knowledge of worldviews and faiths, including Christianity. This is to extend their understanding of the rich variety of practice and belief that exist.</li> <li>• Enable pupils to be agents of change. This is so that they can experience the impact of the school's values in their local area and wider society.</li> </ul>



## Inspection findings

St Michael's Church of England Primary sits at the heart of the village, serving the community. The Christian vision, an interpretation of St Matthew's gospel, promotes the values of respect, courage, and perseverance. Adults are dedicated to enhancing the lives of pupils and their families. As a result, pupils are beginning to flourish due to the carefully planned curriculum. Displays celebrate the achievements and expectations within the school. This demonstrates to pupils they are valued. Governors are committed to the Christian distinctiveness of the school, motivated by the vision to make strategic decisions. Leaders' monitoring evaluates curriculum development, but it is unclear the extent to which this is extended to worship. There is a clear dedication to good mental health, providing staff with wellbeing days and outdoor learning for pupils. Parents acknowledge the impact of the vision and values on pupils. Their recognition of the calm, welcoming atmosphere within school supports all to flourish.

The vision underpins the creative curriculum enabling pupils to be happy, confident learners. They are challenged to reflect on their values when responding to social injustice. Books, which highlight those considered to be disadvantaged, prompt debate and understanding. The biblically rooted moral code is applied throughout learning, encouraging pupils to share their views in a safe space. Pupils' interactions demonstrate values expected within play. They remind each other of the importance of respect which supports good behaviour. The vision encourages supportive relationships across the school. Pupils see staff modelling kindness and warmth towards each other which inspires their own actions. There is a clear dedication to providing strategies when supporting pupils with a variety of needs. Parents value the efforts of the pastoral team who form positive relationships which fosters understanding. Pupils are carefully nurtured and there is a deep commitment by staff to acquire appropriate support for those who need it. The restorative approach promotes wellbeing for all and a sense of calm. Forest school activities within the curriculum creates space for awe and wonder. Occasions for spiritual development are also threaded throughout learning in the form of art or music. The impact of such spiritual opportunities is not yet clear because there is not an established language to express this. Pupils of all faiths and none are encouraged to use reflection areas within classrooms. Leaders effectively work to evaluate the quality and impact of these to develop this further. The strength of the vision promotes respect for all faiths and worldviews. Consequently, pupils feel comfortable in expressing their beliefs and views.

Pupils value opportunities to live out their service to others. Bake sales and non-uniform days raise funds for those feeling the effects of natural disasters. In response to making 'Gifts for the World,' pupils' choice of medicine demonstrates their understanding of the deeper needs of humanity. Some pupils have opportunities to care for creation in the form of a beekeeping club. Leaders are ambitious to further enhance the opportunities pupils' have to be advocates for change. Caring for the environment is woven into forest school activities so that pupils can consider their responsibility for the created world.

Collective worship is valued by adults because it provides opportunities to gather. It is engaging and pupils join in with singing, enthusiastically. Carefully planned themes link to Bible readings which reinforce values for those present. Pupils share that worship is inclusive as all are welcome and it provides time to think about the teachings of Jesus. Support by the diocese provides guidance for leaders shaping worship to reflect the vision. Leaders encourage contributions from local clergy and pastoral teams to enrich the Christian distinctiveness of the school. Pupils also express their enjoyment of these visits and opportunities to worship in church. 'Clare's Garden' offers a space for classes to worship or

reflect outside. Leaders actively explore additional areas within the school to develop opportunities for spiritual growth. Class reflection times have a sequence across the week, enabling leaders to monitor the quality of experiences for all. Pupils link class worship to their values but do not yet speak in depth about how worship affects them spiritually. This is because there is not a fully understood shared language of spirituality. Some older pupils have opportunities to lead singing within worship but they do not yet have a significant role in shaping or evaluating worship for larger gatherings. The school has a strong partnership with the parish of St Michael's and All Angels. Leaders are working with the ministry team to enhance worship further.

The leadership of RE is driven by the vision for an enquiry and creative experience for pupils. Teachers are supported to deliver a curriculum which introduces pupils to a range of worldviews and faiths, including Christianity. However, the way pupils understand the rich variety of practice that can exist within these is less developed. Teachers have access to professional development due to the diligence of the subject leader. This enhances their professional development and provides networking opportunities. Talks from parents enrich RE with stories of lived experiences, however this is at an early stage of development. For example, younger pupils share Jewish games and Latkes, to deepen their understanding of Hannukah. Floor Books are an effective and established way of recording RE so that leaders can monitor pupil responses. Governors demonstrate some monitoring of RE but it is unclear how this contributes to the journey of improvement and pupil flourishing. The review of 'Floor Books' is an example of where monitoring is effective.

Information			
School	St Michael's Church of England Primary School, Steventon	Inspection date	6 July 2023
URN	123160	VC/VA/Academy	Voluntary controlled
Diocese/District	Oxford	Pupils on roll	175
Headteacher	Hayley Leyshon-Brady		
Chair of Governors	Robin Conway		
Inspector	Helen Crolla	No.	918