Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Michael's Church of England Primary School

Vision

Creating a community where we learn together through: respect, kindness, curiosity and faith.

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you a hope and a future." Jeremiah 29:11

Our vision is to build a flourishing community of learners, guided by God's promise in Jeremiah 29:11 of a "hope and a future." We believe every child and adult is promised a prosperous future, which we actively strive to achieve by learning together through the core values of respect, kindness, curiosity, and faith.

Inspired by Nehemiah's diligent work, we ensure everyone achieves their full potential, demonstrating that every individual's contribution is vital to building a strong, successful, and supportive school environment where all can thrive.

St. Michael's Church of England Primary 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.

Notable Strengths

- The Christian vision is highly relevant to the school's context. Leaders, including governors, keep it central to decision making. It is very well understood by staff and pupils. This leads to a strong sense of community and belonging.
- Leaders and staff know the strengths and needs of individuals within their school community. They display hope and aspiration for them. This inspires staff to treat pupils with kindness and respect. It results in strong relationships between staff and pupils.
- Religious education (RE) is well led and managed. Comprehensive monitoring underpins accurate evaluation of strengths and areas for development. As a result, there is a clear vision for ongoing improvement and a commitment to ensuring that RE has a high profile within the curriculum.
- Leaders have created a culture where difference is celebrated. Pupils are proud of their individuality, including their own beliefs and worldviews. This means they respect each other and know how to live well together. This culture enhances the sense of community and belonging for pupils.
- Leaders, including governors, work collaboratively in ways which benefit the school community. This is because they monitor and evaluate the impact of the vision and values thoroughly and with a clear focus. It leads to a shared sense of purpose and continued flourishing as a Church school.

Development Points

- Extend and broaden opportunities for personal reflection within the curriculum and collective worship. This is to improve the spiritual flourishing of pupils and adults.
- Strengthen the teaching of non-religious worldviews. This is to secure and deepen pupils' knowledge and understanding of this aspect of the RE curriculum.

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Inspection Findings

Vision and Leadership

The vision motivates leaders to create a community built on strong relationships and a shared purpose. This enables pupils and adults to experience a sense of belonging and self-worth. The vision words from Jeremiah inspire leaders in their decision-making. Their commitment to giving hope and aspiration to the community drives them to respond appropriately to the needs of pupils. As a result of vision-driven leadership, there is a secure foundation for pupils and adults to flourish. The biblical underpinning of the story of Nehemiah is well-known and understood by pupils. This further enhances the sense of community because pupils understand the value of teamwork. They recognise that they are all individual bricks in the wall and that without their unique contribution, the wall would not be as strong. The school's Christian values help adults and pupils to live out the vision. This is because leaders enable the community to deepen their understanding of the values through well-planned learning activities. Leaders, including governors, engage in purposeful and effective monitoring of the vision. They are particularly interested in capturing the voice of pupils. Their highly effective approach means that strengths are celebrated and there is an ongoing focus on flourishing as a Church school.

Vision and Curriculum

Leaders have carefully designed the curriculum so that pupils deepen their understanding of the vision and values. Pupils learn about the story of Nehemiah in creative and engaging ways. They know that this story is at the heart of their school. As a result, they talk about what they have learnt from the vision. For example, they say that 'everybody needs everybody' and that they are 'stronger together.' This shared focus on teaching the vision through the curriculum contributes to pupils' spiritual flourishing. The vision helps pupils see the value of each person as an individual. This means they celebrate difference and see it as an essential ingredient of an effective team. It also inspires pupils to act with kindness and respect. As a result, pupils feel valued as unique members of the community. The well-planned curriculum sparks pupils' curiosity through rich learning opportunities. For example, exploring the experiences of children through history. Staff enable pupils to reflect on their own learning within the context of the rich curriculum. However, opportunities for deeper personal reflection are underdeveloped. This limits pupils' spiritual flourishing.

Worship and Spirituality

Staff and pupils value collective worship as a special time to come together as a community. Use of Bible stories and verses deepens pupils' understanding of the vision and values. For example, pupils develop their understanding of kindness through worship. As a result, they make links between the vision story of Nehemiah and the kindness of his helpers. They also link kindness to other Bible stories. For example, understanding that the parable of the Good Samaritan teaches them to be kind to people who are different from them. These experiences contribute to the spiritual development of pupils and adults. However, there are limited opportunities for quiet reflection or stillness. This reduces the capacity for spiritual flourishing. Invitations for pupils to write their own prayers help them understand values such as thankfulness and forgiveness. The strong relationship between the school and parish church further enriches the worship life of the school. This includes the option of attending a regular club, which is well-received by pupils. It deepens their biblical knowledge and understanding of Christian values.

Vision, Justice and Responsibility

Staff and pupils see themselves as an important part of the local community. This is because leaders provide frequent opportunities for pupils to join in with local charity and community events. These experiences contribute to pupils' developing sense of justice and responsibility. Pupils value the opportunities leaders give them to respond to local needs, for example food poverty or healthcare. Older pupils recognise that some people are more fortunate than others. They know that being part of a community involves looking out for one another and taking action to make things better. This contributes to a shared culture of hope and aspiration for the community. It enables pupils and adults to live out the vision. Leaders and staff use the curriculum to ensure that pupils develop an understanding of inequality, including racial injustice. They talk confidently about key historical figures and events in relation to the seeking of justice. Pupils recognise that the school values teach them to treat others fairly.

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Religious Education

Leaders ensure that RE has a high profile at St. Michael's. It is underpinned by effective subject leadership and appropriate training for staff, including support from the diocese. There is a commitment to enriching the RE curriculum through memorable learning experiences. These include visits to places of worship, where possible, and additional RE days to deepen pupils' understanding. Key knowledge from a range of religions is carefully identified and sequenced. As a result of strong leadership, RE is well-taught and pupils develop secure and accurate knowledge across a range of religions. However, their knowledge of non-religious worldviews is less secure. This is because the key knowledge has not been specified or sequenced clearly enough.

Effective teaching enables pupils to show respect for people of different faiths. They develop a secure understanding of how people live out their faith in different ways. Pupils are also encouraged to reflect on their own beliefs and worldviews. They use religious vocabulary appropriately and confidently, in their discussions and in their recorded work. Younger pupils talk with confidence about symbolism in Judaism and Christianity. Older pupils recognise that RE helps them to understand other people. They link this to making friends and building a better community. By the time pupils reach Years 5 and 6, they make insightful links between different religions.

Vision and School Culture

The embedded vision helps pupils recognise that members of a community need to look after each other. They link it to their understanding of kindness and respect. The vision inspires staff to have hope and aspiration for themselves and others. It drives them to identify and reduce barriers to flourishing for pupils. They know pupils well, respond to individual needs and are focused on finding solutions. For example, skilled staff and calm spaces help pupils to manage their emotions. Staff work together to provide rich experiences for pupils, especially those considered vulnerable. This approach helps pupils to develop independence and self-confidence. Staff appreciate the professional development they receive. They also value the care shown to them by leaders. As a result, staff flourish in their work and in their relationships with each other. This further strengthens the sense of community within the school. Leaders and staff show care and kindness to parents and carers. This means that families feel valued as part of the school community. Carefully structured playtimes include a variety of games and equipment for pupils. This enables them to develop their social and leadership skills. The school's focus on strong relationships and teamwork contributes to the calm and purposeful atmosphere within the school.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	School Road, Sunninghill, Berkshire, SL5 7AD		
Date	19 October 2026	URN	110019
Type of school	Voluntary aided	No. of pupils	193
Diocese	Oxford		
Headteacher	Matthew Thompson		
Chair of Governors	Sally Coneron		
Inspector	Hannah Inglis		

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