

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Michael's Church of England Primary School			
Address	Granville Road, Southfields, London, SW18 5SQ		
Date of inspection	06/02/2019	Status of school	Voluntary Aided
Diocese	Southwark	URN	101049
Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

St Michael's Southfields is a primary school with 411 pupils on roll. The school has a high level of religious and cultural diversity and many speak English as an additional language. The proportion of pupils considered to be disadvantaged is just below national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is above the national averages. The religious background of the majority of children is Christian, the next largest proportion being Muslim. Several positive partnerships with schools locally and further afield are in place, including an imaginative and constructive link with the local Church of England secondary school.

The school's Christian vision

Our vision is to:

- create a secure and nurturing Christian environment which values and respects every individual and their beliefs;
- equip children, through an innovative and broad curriculum, with confidence and life skills to reach their full, God-given potential;
- partner with home, church and the local community to help children make a positive contribution to God's world.

Key findings

- The school's Christian vision is deeply engrained across its life and work, profoundly and positively influencing decision making, policies, practice and relationships at all levels. It is successfully underpinned by a clear appreciation of education within a Christian and inclusive context, so that it serves its diverse community extremely well.
- Innovative curriculum planning, adapted to meet school needs, is a clear expression of its inclusive Christian vision. It successfully provides support and challenge to allow all, including the most vulnerable, to flourish and reach their God-given potential.
- Effective pastoral care for pupils to be their best both academically and personally is specifically based on encouraging them to flourish as unique individuals, precious to God.
- Inspiring collective worship and effective RE are given high priority and successfully support and reflect the school's Christian vision. Both areas promote deeply the spiritual and moral development of pupils, helping them to make a positive contribution to God's world.

Areas for development

- Embed the recently established link, shared with the parish church, with a school in Kenya, to enhance pupils' understanding and appreciation of the wider world, through practical support and shared friendships.

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

The school has a deeply embedded inclusive Christian vision which excellently expresses its mission of Christian service to its diverse community. This is based on the biblical teaching of the value and potential of everyone, each being precious to God. Through insightful leadership, and accurate self-evaluation, its Christian foundation is kept consistently to the fore. It consequently is relevant and responsive to the strengths and challenges of school life, making this a forward thinking and outward looking institution. It successfully challenges and nurtures pupils' academic and personal development. Consequently, all pupils, including the most vulnerable, flourish and make very good progress from their various starting points, leading to outcomes being consistently above local and national averages.

Personal development is very strong and effectively supports pupils in developing as good citizens, who show an active concern for others. Expressed, for example, through charitable giving, involvement with a local branch of Age Concern and a local care home, and a developing partnership with a school in Kenya. These are closely linked to the school's deeply embedded vision and are recognised by stakeholders as ways in which its associated values, such as compassion and responsibility, are creatively lived out. Pastoral care is extremely strong and excellently targeted to support learning and personal development. Hence, pupils are successfully encouraged to reach their God-given potential. Individual and group support is wide ranging and expresses Christian love and concern for all of God's children. This includes a group to particularly support children of military families. Outside agencies, paid for and voluntary, are very well used to extend provision, including a regular visit from a Pets as Therapy dog, who is a firm favourite.

The professional and personal development of staff is likewise afforded a high priority, leading to a cohesive staff team. Many speak movingly of how the headteacher and other colleagues have supported them through personal times of difficulty. They expressly link this to the school's Christian ethos which is, 'not just talked about but lived out every day and in every way'. Inservice training is excellently focused. It is linked to school priorities and the specific needs of staff. For example, regular support for expanding the range of activities used in RE and how 'big questions' can be used to extend learning impacts very positively on pupils' experiences.

The exceptionally effective leadership of the experienced headteacher is capably supported by her active and engaged governing body and her senior leaders. This is focused on ensuring that the vision and associated values is the driving force for productive school improvement. Leadership effectively shares this vision with middle leaders, other staff, pupils and their families, and the wider community. This has led, for example, to the recent strengthening of a relationship with the local Church of England secondary school through a, 'memorandum of understanding'. This provides for a Christian education from Reception through to Sixth Form within the two schools. Extending this to involve Christian nursery provision linked to the school is part of its ongoing vision. This demonstrates the school's holistic and innovative approach to Christian education. The headteacher participates with a group of Church schools locally, generously sharing her expertise and that of her colleagues with others. Previously she has been called on to support other schools through periods of executive headship. In these ways the exemplary school practice is drawn upon and shared. Involvement with the diocesan education team is successful in supporting and extending practice.

There is an exemplary, firmly rooted partnership with the parish church. This provides, for example, the regular involvement of clergy and others, commendably strengthening the school's religious, spiritual and pastoral life. The school's premises are used on a Sunday for its children's group, 'Toolbox', which a good number of pupils from the school attend. The youth worker also works for KICK, a Christian sports group, and spends two days in school each week teaching physical education. This supports the exceptionally strong links between church and parish and enables pupils to see faith is involved in different aspects of life and living. The parish and school have a new relationship with a school in Kenya. This is another expression of how parish and school work effectively together. Although not embedded, this link with the Kenyan school is beginning to contribute to broadening pupils' understanding of the wider world.

The school's Christian vision and associated values, enables innovative and effective curriculum choices to be made, tailoring it closely to pupils' needs. The curriculum is appropriately enriched by extra-curricular opportunities to extend engagement and further develop skills and positive ways of being together. Regular enrichment days and weeks, such as at remembrance time in November and the recent wellbeing week, enhances the pupils' experience. Spiritual development opportunities across the curriculum and through prayer, silence and reflection in collective worship are well taken by pupils and staff, positively influencing, for example, respectful attitudes towards what people believe and how it links with how they live. The school has positively sustained its strengths since the

previous denominational inspection. The improvement points, both of which were to do with refining RE practice, have been successfully addressed.

The collective worship programme is highly valued. Pupils and staff engage thoughtfully, enjoying opportunities for, 'prayer and reflection', for 'being together', and for, 'experiencing God'. Worship provides clear opportunities for spiritual and religious growth and is inclusive of those from different faith backgrounds, celebrating difference and diversity, 'within the love of God' exceptionally well. Prayer and reflection during worship is extended through very well used reflection areas around school. This includes a new wooden structure, designed with the help of pupils, to provide further outside space for quiet reflection and prayer. The programme meets statutory requirements and is effectively led and managed. Worship is enriched through regular visits to the parish church, which are attended by parents of different faiths. Themes focus closely on the school's vision and associated values and regularly offer practical examples of how to show dignity and respect and make a difference. Living well with one another, in school, the community and the world is similarly addressed, connecting biblical teaching to everyday life. Celebrating Christian festivals enhances pupils' appreciation of the Christian year and of key Christian beliefs and practices. Consequently, pupils can confidently speak of the importance of Jesus for Christians and reflect positively on the significance of the Christian belief in God as Father, Son and Holy Spirit. They share their own thoughts and beliefs reflectively and respond positively to those of their peers. Pupils and staff help to lead, plan and evaluate worship. Comments for improvement are well incorporated into ongoing practice. This reflects the school's exemplary self-reflecting, self-evaluating practice.

The shared approach to RE leadership through the RE faculty team is innovative and effective. It is given a high priority and staff are especially well supported in delivering it. RE supports and expresses the school's Christian vision and associated values excellently through offering opportunities to consider Christianity and a range of other world faiths. This engages pupils deeply in their learning. Provision across the school meets statutory requirements and positively reflects the Church of England Statement of Entitlement for RE.



The effectiveness of RE is Excellent

Through well focused teaching, pupils engage deeply, and with enjoyment, with a range of religious beliefs, teachings and practices, and with 'big questions' about life and living. Teachers work effectively to create a respectful and inclusive learning environment so that varying views are shared within a safe and respectful learning environment. This leads to high levels of attainment and progress in RE across the school. Assessment has been sharpened since the time of the previous denominational inspection, so that it is now much more rigorous and effective. This innovative approach to assessment has been shared successfully with another school, with evidence demonstrating that it has enhanced their provision too.

Headteacher	Ann-Marie Grant
Inspector's name and number	Pamela Draycott (161)