

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Michael's Church of England Primary School

Vision

At St Michael's we are 'Forces for Positive Change'. We act justly, show merciful love and walk humbly with God.

Seek Joy in Service.

Values: Love, Respect, Integrity

The Lord has shown you what is good. He has told you what he requires of you. You must act with justice. You must love to show mercy. And you must be humble as you live in the sight of your God. Micah 6:8.

St Michael's 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.

Strengths

- The distinctive Christian vision has been carefully crafted to meet the specific needs of its school community. It is transformational in shaping the lives of those whom the school serves.
- Positive relationships are at the heart of this school and wellbeing is prioritised. The exceptionally strong culture of care, based on values of love, respect and integrity, enables staff, pupils and families to flourish.
- Leaders and staff are aspirational for pupils. This is a highly inclusive and nurturing community where pupils and adults are inspired and enabled to achieve their best. Staff ensure that vulnerable pupils and those with special educational needs and/or disabilities (SEND) are well supported and, as a result, thrive.
- Pupils live out the vision and values with enthusiasm. They know that, in doing so, they have a profound impact in bringing about meaningful change.
- This community benefits from the many opportunities to which they are invited in order to celebrate, reflect and pray together. Consequently, these occasions contribute significantly to spiritual flourishing.

Development Points

- Embed effective systems for governors to monitor and evaluate how the school's Christian vision results in the flourishing of adults and pupils. This is so that they consistently impact the development of the school as a Church school.
- Develop and embed the use of assessment in religious education (RE) so that it informs future teaching and learning.



Inspection Findings

The Christian vision to be ‘forces for positive change’ is seamlessly woven throughout life at St Michael’s school. With its supporting verses from the biblical book of Micah, the community is emboldened to succeed and make a tangible difference. It meets the needs of its changing local context through an inspired focus on promoting inclusivity and diversity. Engagement in the Church of England ‘Difference Primary’ initiative is illustrative of this. As a result, pupils and adults have a profound understanding of difference and the enrichment that it brings. It informs their relationships with one another and the wider community. Consequently, harmonious and respectful relationships pervade the life of the school. The vision is underpinned by Christian values that are central to interactions and personal development. Pupils confidently explain how these promote flourishing. Leaders are outward looking. They willingly share their expertise with others, beyond the school, through a variety of mentoring and nurturing roles. Engagement with diocesan support and training enhances the development of the vision. Governors embrace the school’s Christian foundation and vision. However, their monitoring of the school’s Christian distinctiveness is not sufficiently regular and rigorous. Consequently, the effectiveness of the vision in driving continuous development planning is diminished.

Staff are ambitious for pupils to succeed. This is reflected in the aspirational nature of the curriculum which is shaped by the vision. It encourages pupils to be inquisitive, reflective learners who actively engage with the world in which they live. This is enhanced through a range of extracurricular activities, such as the wide variety of trips and visitors, that are built into the curriculum. These include an international cultural day focusing on music and learning about scientists from diverse backgrounds. An annual ‘no pen day’ enables pupils to reflect on their learning experiences with adults and peers through activities and discussion. Additionally, opportunities to grow spiritually are intentionally woven within different subject areas. Pupils explain how, whilst learning about human migration in geography, they consider their own experiences of migration. Skilled support and adaptation of the curriculum together with detailed knowledge of individuals’ abilities ensure that it meets specific needs. It reflects the ethos of inclusivity and the values of love, respect and integrity that pervades the school environment. A ‘WOW’ room provides bespoke learning for high needs pupils. Consequently pupils, including those with SEND, are empowered to succeed.

RE is led with dedication and experience resulting in a curriculum that is balanced, engaging and challenging. The curriculum is adapted to meet the needs of learners, including those with SEND. It is carefully planned to identify links with previous units of work so that it continually builds on prior learning. It expertly makes provision for the acquisition of knowledge, the development of skills and the exploration of personal beliefs and values. Regular occasions for detailed and profound questioning deepen opportunities for learning. When considering the Easter story, pupils deliberate on searching questions, such as whether the actions of Judas should be forgiven. Carefully chosen resources and artefacts enhance the curriculum. The time and value placed on RE, including support from diocesan advisers, ensure that it has a high status within the school. Pupils’ understanding of Christianity is profound. They learn about it as a global faith. Regular opportunities to engage with individuals from the breadth of the religions studied and to visit places of worship are built into the curriculum. This includes a world faith day when people of different faiths share their beliefs and engage in discussion with pupils. Likewise, an individual from the humanist community visits annually. This ensures that pupils have a relevant and personal understanding of a range of religious and non-religious worldviews. This deepens their awareness of diversity.



Pupils generally make good progress in RE. Current assessment systems and monitoring support this. However, progress is limited due to pupils not always being clear as to how to improve. Also, assessment does not always rigorously inform future learning. Consequently, some opportunities to promote progress are lost. Pupils enjoy their learning in RE. They feel safe to express their thoughts in an environment where their values of love, respect and integrity are ingrained. This allows pupils to engage with challenging questions of life and faith. When considering religious views of death, pupils articulate a profound understanding of a variety of beliefs and make meaningful comparisons. Their ability to relate these views to their own belief systems demonstrates a confident maturity. Pupils rightly acknowledge how RE enables them to reflect and discuss their own values and beliefs within an environment of care, humility and compassion.

The inclusive nature of daily collective worship binds the whole school community together and provides inspiration. It is carefully planned and its impact monitored. Pupils benefit from experiencing different styles of worship, led by staff, visitors from other local churches and pupils. The established relationship with the local church is cherished by the whole school community. It helps to shape the pattern of worship in celebrating major festivals, such as Easter, and reflects the school's Anglican foundation. Regular meetings take place for both pupils and parents to pray, and staff briefings end with a time of reflective prayer. Consequently, prayer permeates the life of the school and is highly valued. Worship provides precious moments to be inquisitive and reflect as school values are explored through biblical stories and current affairs. Consequently, worship underpins the excellent behaviour evident in the school. Times of stillness and an enthusiastic love of music contribute to spiritual flourishing.

Active involvement in the local community and beyond motivates pupils to be forces for positive change. They confidently articulate how the living out of their vision and values impacts their interactions with others. Campaigning to raise awareness and reduce the amount of unnecessary food packaging is illustrative of this. Likewise, the desire to 'seek joy in service' encourages individuals to engage in a multitude of activities. These include supporting children in Uganda, collecting baby clothes for a local charity and singing in a local hospital. Pupils are rightly effusive in their enthusiasm and whole-hearted commitment to positively impact their community and beyond.

As a result of the Christian vision and the values underpinning it, love, care and purpose permeate the school. Staff are overwhelmingly supportive and appreciative of each other, resulting in a strong and effective team. Appropriate training facilitates their professional development. Providing 'termly time to reflect' for subject leaders eases their workload and enables them to support others. Wellbeing and good mental health are prioritised, resulting in the flourishing of adults and pupils. The extent to which the findings of regular surveys are acted upon is representative of leaders' support of school staff. The role of pupil peer mentor is given high status. Pupils are rightly proud to undertake the role to help others. The vision and values foster excellent behaviour and lead to pupils taking responsibility for their interactions with their peers. Staff know pupils and their families extremely well. They demonstrate diligent care and support beyond the confines of the classroom. In seeking to serve others with integrity, pupils and adults thrive in this loving and respectful community.

Information

Address	Brigidier Hill, Enfield, Middlesex, EN2 0NB		
Date	10 June 2025	URN	102034
Type of school	Voluntary Aided	No. of pupils	435
Diocese	London		
Headteacher	Jade-Simone Bacon		
Chair of Governors	Juliette Doggett		
Inspector	Joanna Brookes		