

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Micklefield Church of England Primary School	
Address	Great North Road, Micklefield, Leeds LS25 4AQ
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
<p style="text-align: center;">Learning and growing together with faith, hope and love</p> <p style="text-align: center;">With Faith, anything is possible Believe in yourself</p> <p style="text-align: center;">With Hope, all things are brighter Believe in your future</p> <p style="text-align: center;">With Love, we are never alone Believe in others.</p>
Key findings
<ul style="list-style-type: none"> • The deep understanding of the biblically underpinned Christian vision enables leaders, including governors, to take decisive action. As a result, pupils flourish and prepare carefully for their future lives. • Opportunities for spiritual growth through reflection and wonderment are evident within the life of the school. However, this is still underdeveloped and not explicitly planned for. • Built upon a robust understanding of Christian values, positive, meaningful relationships are a strength. They ensure an environment where all are learning and growing together in faith, hope and love. • Well planned, engaging collective worship supports pupils to develop an understanding of Christianity and Anglican traditions. This impacts positively upon their spiritual and moral development. Pupils have limited opportunities to plan and lead worship. • The rich religious education (RE) curriculum encourages pupils to respond to challenging questions about Christianity, world faiths and worldviews. Currently, feedback does not sufficiently inform pupils of the progress they are making.
Areas for development
<ul style="list-style-type: none"> • Develop and embed planned opportunities for spirituality across the curriculum, so that occasions for spiritual flourishing are enhanced. • Enable pupils to be included in the planning, leading and evaluation of worship, so that their engagement helps to shape practice. • Review systems for marking and feedback in RE, so that pupils know how to improve their work and deepen learning.

Inspection findings

The school's Christian vision underpins and sustains developments, securing positive change in the school's culture and provision. The multi-academy trust (MAT) and the school's governing body, provide rigorous support and challenge to the school. This enables the dedicated and determined school leaders, to implement change and enhance opportunities for all. Varied continuing professional development (CPD) opportunities, coupled with trust and encouragement, support staff to introduce a range of relevant initiatives. Leaders consistently model the vision to support the flourishing of staff. As a result, adults in the school describe a sense of fulfilment and belonging.

The school actively embraces a range of partnerships, with the Diocese, outside agencies and local schools. These collaborations ensure that Church school distinctiveness and strategies to improve provision are at the heart of the school's work. Regular monitoring demonstrates how partnerships and vision driven actions help everyone to learn and grow as a school family. Adults and pupils understand how the school's vision is rooted in the parable of the mustard seed (Matthew 13:31-32). Its message of rapid growth and flourishing, having particular meaning and resonance for the school and individuals on their journey of improvement. A flourishing tree is the school logo and references to growth are seen in all classrooms. These symbols support all to understand and explain how Micklefield is a place where small seeds can grow into something wonderful. This is a key feature of the school's curriculum. High aspirations for all ensure pupils experience greater challenge and have more opportunities for the development of cultural awareness. The ambition of the Christian vision is threaded through all learning. Consequently, pupils become confident, conscious, community minded citizens. Courageous decisions by leaders ensure that the curriculum now includes access to rich life experiences. Opportunities include visits to London and visitors from different faith groups and charities, which broaden pupils' views and understanding of diversity. These support the school in living out the Christian value of hope, wanting the best for every pupil and family. Adults have a thorough appreciation of spirituality and spiritual development. They recognise and promote moments of wonderment to which pupils respond. Whilst there are opportunities within collective worship for adults and pupils to experience spirituality, planned opportunities across the curriculum are limited.

The nurture of pupils and families is a central feature of the school's practice. Everyone in the school community is treated with love, dignity and respect. Consequently, relationships are strong with parents knowing that everyone is approachable and will make time to listen and respond. The special education needs co-ordinator (SENCO) plays a pivotal role in supporting the varied wellbeing needs of pupils. Parents appreciate the effective, individualised provision that is swiftly implemented, enabling pupils to flourish, emotionally and academically. As one parent commented, 'children at Micklefield are seen as individuals not statistics.' The school's proactive approach results in a caring community, where the vision of faith, hope and love ties everything together.

Character and moral development are good. Pupils show that they have the knowledge, desire and faith to act for social justice and follow the example of Jesus. Classes support national organisations through pupil-initiated fundraising, including a cake sale for Ukraine and adopting an orca whale. Pupils also show commitment to serving their local community. They enthusiastically participate in events that support the clothing bank and Martin House hospice. The mutually beneficial and increasingly strong relationship between the local parish church and the school supports Christian witness through action. Joint initiatives such as the aid given to the Selby Foodbank, help to bring the two communities together and demonstrate Christian love. Groups, including food ambassadors and the ethos committee, enable pupils to have a voice within the school community. Views are routinely sought on meal choices, worthy charities to support and how worship can be improved. Opportunities for pupils to instigate and promote social change are less evident.

Adults create a culture that embraces and knows each person as an individual. Pupils state that Micklefield is a ‘welcoming school.’ This is evident in how individual pupils who join the school quickly settle, make friends and are given the strongest possible start. A restorative approach, encouraging empathy and respect impacts positively on behaviour. Pupils articulate how they show forgiveness and understanding in their interactions with their peers. They actively use the language of faith, hope and love from the school’s vision when discussing how relationships are fostered. Pupils explain how the school is helping them to manage their behaviour and emotions which enhances their wellbeing and happiness. At this school there is an open understanding that everyone is an individual in God's eyes. As a result, pupils demonstrate empathy and understanding for each other.

There is a deep commitment to the provision of structured, invitational collective worship. A comprehensive plan, communicated in weekly newsletters, encourages everyone to live out the school’s vision and values. Each classroom has a focal point for reflection which is directly linked to the weekly Christian focus. Pupils regularly interact with these areas to respond to teachings and consider how Christian values impact in the life of the school. Inclusive Christian prayer opportunities are seen within the hall and classrooms. However, time for pupils to lay individual thoughts and ideas before God through spontaneous prayer is less evident. Pupils are actively involved in aspects of worship and are lifted by the varied opportunities that they encounter. However, they are not fully involved in its planning, leading and delivery. Pupils regularly visit the church to celebrate key Christian festivals, developing their knowledge and understanding of Anglican traditions. Worship, in all its forms, provides opportunities for spiritual growth through song, prayer and reflective silence.

Effectively led RE makes an important contribution to the school’s curriculum. Regular training and collaboration enables staff to create an interesting and challenging programme of learning in RE. Moderation of pupils’ work helps to develop consistency. Leaders ensure that pupils increasingly have opportunities to explore Christian concepts and respond to big philosophical questions. Pupils enjoy RE and can talk with interest about their learning. The RE curriculum is enhanced further by a range of visits and visitors. These experiences help pupils understand how faith can impact on how people live their lives. Teachers' creative approaches enable pupils to develop a wide and respectful knowledge of a range of faiths and worldviews. However, pupils do not receive sufficient feedback to understand the progress they are making in their learning.

At Micklefield, the Christian vision enables all to grow, flourish and achieve their God-given potential.

Information			
School	Micklefield Church of England Primary	Inspection date	13.03.23
URN	107992	VC/VA/Academy	Academy
Diocese/District	York Diocese	Pupils on roll	68
MAT/Federation	Collaborative Learning Trust		
Headteacher	Emma Cook		
Chair of Governors/ Trust Board	Chris Newby		
Inspector	Steven Holmes	No.	C21/22