

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Michael's Church of England Nursery and Primary School	
Address	Church Street, Kingsteignton, Newton Abbot, TQ12 3BQ

School vision

'Within the love of God. Working together, growing together for all to flourish.'

Our Vision and Values underpin everything we do. 'I have come that they may have life, and have it to the full,' He wanted us all to 'flourish' (John 10: 10). We provide all with knowledge, perseverance, and creativity to develop their God-given talents. We uphold the right of every individual to be valued, learn, and achieve their full potential (Galatians 3: 28). The new covenant of love for all regardless of ethnicity or religion, all are equal and loved, something which underpins St Michael's.

School strengths

- Vision, values, and effective leadership have an impact on the whole community.
- Strong ecumenical partnership with local churches ensures the vision promotes mutual and substantial benefits.
- Wellbeing and pastoral provision for all learners and staff is a strength of the school. This has a particular impact on academic and spiritual flourishing.
- Religious education (RE) teaching produces pupils who speak confidently about faith matters and worldviews. A very high quality curriculum ensures development in a relevant context.
- Collective worship is well planned and executed with pupil involvement. This highlights the vision and plays a key role in spiritual development.

Areas for development

- Develop a shared language of spirituality to enhance the work that has begun in this area and strengthen the impact.
- Ensure succession planning to secure future professional and strategic development as a Church school.

Inspection findings

Highly committed leaders, staff, and governors promote a Christian vision in response to the local context. This breathes life into the school family. Children, staff, and parents are happy to come to school and celebrate St Michael's.

The leadership style is strongly collaborative and all staff flourish and feel valued. The vision is truly lived by pupils through their Christian values, and it is apparent in such positive relationships and good behaviour. The school has a very strong sense of community driven by the vision. This is seen in supportive partnerships between the school, the federation, parents, and the churches. Classrooms and communal areas promote the vision helping pupils relate their activities to it. Foundation governors monitor the impact of the vision and actively collaborate with the United School Federation (USF), head of school, church, and staff. This ensures the vision



has high priority, and the newly formed ethos committee is very competent, committed, and effective. There is a strong relationship with the diocese who provide specific requested support. The RE lead has links with the diocese to support other schools alongside those in the federation.

Collective worship holds a prominent place in the school. It is led well through progressive planning which draws out golden threads of learning for others to follow. Windows, mirrors, and doors is used to engage spiritual discussion. It is invitational and inclusive, responding to the individual's firsthand experiences. During a class worship a child shared their use of meditation to stay calm and 'be brave.' Reflection areas are available around the school and receive use. The pupils readily talk about them. 'You can see our focus value or item to reflect on.' The lead is developing a spirituality progression which explores each year group and their growing awareness of self. There is an understanding of prayer promoted by regular use of the Lord's prayer, grace, and class lunchtime prayers. Bible verses are considered in every act of collective worship, with an understanding of Anglican practice. The church supports extensively in all aspects of school life. For instance, the newly devised year group services. Year groups plan and deliver a service with families in the church which brings the community together to flourish.

Pupils are articulate and enthusiastic about working together and learning at St Michael's. There is a broad curriculum and opportunities to encourage spiritual development. However, the language of spirituality is being developed to match their practice. Pupils reflect well on their learning and can make connections with the vision. The creative use of 'Worship Journals' showcases these reflections and the links they have made.

The Christian vision is lived through extensive care in educating and supporting all pupils. This can be seen in a variety of ways, not only in class. This includes, the school dog, pastoral practitioner, and involvement from community support such as mental health. This encourages aspiration and achievement through its 'working together, growing together' approach. Pupils are encouraged to believe that they can do anything in God's love. Parents appreciate communications from the school and the approachability of staff, including greeting every child at the gate from leaders. This further embeds the vision and the spiritual development of the whole community. There is a sense that every pupil and adult is deeply valued, with needs appropriately met. Pupils who are disadvantaged and those with special educational needs and/or disabilities are strongly supported. Alongside all pupils 'within the love of God' everyone is known and celebrated as a child of God. Each has a unique place which empowers them to work together to achieve their best. Good attendance demonstrates passion and enjoyment for learning. Families regard St Michael's as a safe space and access to a range of support. They regard this school as a constant lifeline in challenging times. Caring staff can direct them to initiatives relevant to need, including provision from the church. Everyone goes beyond their roles to ensure the best outcomes for their families.

The head of school is passionate about securing the best possible outcomes for all pupils. This is infectious and is seen in all staff. The vision ensures the mental health and wellbeing of the whole school community is prioritised. As a result, adults and pupils indicate they feel cared for and supported, which extends through the federation. Pupils realise their potential in numerous ways

including attaining gold as a ‘Rights Respecting School’ alongside regular routines like ‘mind up.’ The Mind Up programme uses a range of ideas to develop positive mental health strategies.

Pupils understand that bible teaching promotes human flourishing, as a pupil said: ‘I flourish like a flower blossoming.’ Pupils readily appreciate the importance of social action and are actively involved in assisting through Rights Ambassadors, Eco members, Toilet Twinning, Christian Aid, or Ripple Effect. They see themselves as agents of change and create opportunities to raise money. Some pupils link the value of courage and the bible story of David and Goliath to removing barriers through God’s love and flourishing. A pupil shared this in collective worship ‘with faith in God, you do not need to fear.’

There is a rich and vibrant RE curriculum at St Michael’s. The subject is extremely well led and a strength of the school. RE is well planned and delivered using various resources. In the teaching of the Last Supper, they created their own ‘last’ meals. Pupils talk about having visitors from other faiths to ‘bring it alive.’ The RE lead has a deep understanding and knowledge of the subject and is enthusiastic about the curriculum. It is taught by inspirational and knowledgeable teachers alongside the lead. The RE lead provides extensive continued professional development through collaborative working across year groups. The pupils take a sense of pride in their work and talk about their learning enthusiastically and speak about how much they enjoy the subject. Previous lessons can be retrieved as during discussion Year 5 pupils did this through using their Year 4 work. This prompted a response ‘I know that because’ about Judaism. They have a vast awareness of bible stories deepened during collective worship as well as in RE. Annual Christmas and Easter pilgrimages, involving church communities and parents, are instrumental in helping to identify with the life of Jesus. The curriculum is enhanced because of opportunities to visit places of worship within walking distance. There is an understanding of global diversity evident in pupils’ activities. Pupils explain it is important to understand one another’s faith, and are curious about faiths that others hold, including worldviews. St Michael’s deeply embedded Christian vision is being explicitly lived out in this community. Working together, lives are ‘flourishing’ enabling all to live life in all its fullness.

The inspection findings indicate that St Michael’s Church of England Nursery and Primary school is living up to its foundation as a Church school.

Information			
School	St Michael’s C of E Nursery and Primary School	Inspection date	24/04/24
URN	113407	VC/VA/Academy	VC
Diocese	Exeter	Pupils on roll	464
MAT/Federation	United Schools Federation		
Headteacher	Martin Harding/Kate Arnold		
Chair of Governors/ Trust Board	Nicholas Glanfield		
Inspector	Jane Bird	No.	C.23/24