



St Michael's C E Primary School



SIAMS SEF
2022-2023



 Cultivating Respect, Persevering, and Learning with Courage

Contextual Information		
Name of School	St Michael's CE Primary School	
Address	The Causeway	
	Steventon	
	Oxfordshire	
Postcode	OX13 6NQ	
Email	head.3241@st-michaels-pri.oxon.sch.uk	
Telephone	01235 831298	
Website Address	www.stmichaelssteventon.co.uk	
URN	123160	
DfE Number	931/3241	
Headteacher	Mrs. Hayley Leyshon-Brady	
Chair of Governors	Mr. R Conway	
Age Range	3 - 11	
Number on Roll	173	
Previous OFSTED Inspection	Date: School – June 2019	Overall Effectiveness Grade: 2
Previous SIAMS Inspection	Date:	Good



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How effective is the Christian distinctiveness at St Michael's?

Our vision, “So in everything, do to others what you would have them do to you” (Matthew 7:12) motivates us to use our values in all aspects of our life. It teaches us to have the **courage** to take risks in our learning, to stand up for what we believe in and to do the right thing even when no-one is watching. It teaches us to **persevere** when our learning is difficult, to keep trying and to have a growth mindset. It teaches us to have **respect** for others irrespective of their gender, race, belief, or background. It also teaches us to have respect for our environment and to make changes in our lives to build a more sustainable future.

As a school family, we know God loves each of us broadly and deeply and therefore, just like St Michael we must champion justice and strive for good. As a result, the school community is warm, welcoming, inclusive, and nurturing. The belief that our school develops the whole child is tangible and children understand the importance of developing themselves academically as well as socially and spiritually. Throughout their time at St Michael's, every child flourishes in mind, body, and spirit as a result of the curriculum they experience and wider extra-curricular and leadership opportunities.

Children and staff are encouraged and supported to develop their own individual spirituality through daily collective worship, and times of reflection built into the school day. Worship forms an integral part of the life of our school. Reflecting the way Jesus taught, much of our worship takes its starting point from story. This is either directly from the bible or from 21st Century and provides the basis for our collective worship and centres our values of Courage, Respect and Perseverance within the Christian liturgical year. Children engage, respond, and reflect each day and share how our vision and values are lived out and reflected within the stories. Prayer anchors the school day, from the simplicity of grace to the singing of songs of praise and singing The Blessing (based on Numbers 6.24-26). The children understand the importance of prayer as evidenced in their practice of stillness and respect for prayer as a means of spiritual growth and wisdom.

Knowledge and understanding of Christianity is at the heart of R.E. Provision which is rigorously delivered using the Discovery RE Framework. Around this core, children learn about other faiths and form perspectives through an inquiry approach. This ensures a depth of understanding and empathy from our youngest children in Nursery through to our eldest in Year 6. As a result of rich resources, robust monitoring and support for teachers, lessons promote high standards to be set across the school.

As a school, we thrive on our wide connections and partnerships. Through our work with the Abingdon Partnership and the wider OX14 Partnership of Independent Schools, children have the opportunity to attend a variety of events and work with peers from a range of backgrounds both cultural and social. Our school is literally in the heart of the community; our Christian values define our vision not just within the school but in our care and concern for our rural environment and established links with all aspects of village and church life. Such partnerships ensure the children of St Michael's nurture a deep understanding of what it means to live well together through compassionate, courageous advocacy.

Aspiration, character formation and developing a sense of self are vital for staff and children alike at St Michael's. Children have opportunities in all year groups to make choices about their learning and supported by excellent staff, work hard, persevere, and take pride in their work. Through staff INSET meetings, CPD and communication both staff and governors understand what it means to be a church school and sits at the heart of strategic documents, decision making and interactions.

Our school like any family, goes through tough and enjoyable, exciting times but in truly living out our values, we can grow and flourish together.



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SIAMS Self Evaluation						
Actions from previous inspection	Governors to embed the systematic monitoring of RE and collective worship so as to be better informed about these key aspects of Christian Distinctiveness	Embed the programme of visits and visitors to ensure pupils meet people of other faiths to enhance their learning and spiritual and cultural development	Deepen pupils' knowledge of the saints, such as St Michael, to enhance their understanding of their own school's Anglican heritage			
Vision and Leadership						
Key Strengths	<p style="text-align: center;">"So in everything, do to others what you would have them do to you" Matthew 7:12</p> <p style="text-align: center;">Clear biblical root Clear daily patterns and routines Strong partnerships – Abingdon Partnership, Church, OCC, local community, FGB, Staff, parents Distributed leadership – staff and children Clear SEF – vision integrated into Improvement plans Robust actions – clear monitoring and evaluation schedules, CPD and next steps planning</p>					
Strand	Wisdom, Knowledge and Skills	Character Development: Hope, Aspiration and Courageous Advocacy	Community and Living Well together	Dignity and Respect	Impact of Collective worship	Effectiveness of RE
Key Strengths	<p>Academic progress for all children</p> <p>High quality, responsive teaching</p> <p>Newly designed curriculum which is diverse, representative of a changing community and wider world.</p> <p>Planned time for personal reflection across the curriculum to develop spirituality</p>	<p>Strong School identity</p> <p>Pride</p> <p>Broad curriculum opportunities</p> <p>Pupil leadership</p> <p>Charity fundraising</p> <p>iRock</p> <p>Extra-curricular club provision</p> <p>Themed weeks</p>	<p>Calm, welcoming environment</p> <p>High quality relationships and interactions</p> <p>Zones of Regulation and Restorative approaches</p> <p>Good attendance</p> <p>Inclusive practice</p> <p>Well-being of staff and pupils</p> <p>Daily prayer and refection time</p>	<p>Inclusive school</p> <p>Zones of Regulation and Restorative approaches</p> <p>PSHE Curriculum</p> <p>Collective worship</p> <p>Curriculum opportunities</p> <p>Global perspectives in the curriculum</p> <p>Diversity of curriculum better reflective of school community and changing modern society</p>	<p>Structures and routines</p> <p>Pupil contribution</p> <p>Close partnerships with Children's Ministry Team</p> <p>Connection between life of Christ and 21st Century</p>	<p>Effective delivery of curriculum</p> <p>Christianity majority study enables pupils to appreciate societal relevance</p> <p>Breadth of understanding of other faiths</p> <p>Role of reflection in school utilised in RE</p> <p>Child centered</p>



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	Alternative Provision – Oxfordshire Outdoor Adventure School		Attendance at community events – singing at old people’s home, hosting village nativity tableaux, referrals to community larder for families in need Family Links			
Key Evidence	Outcomes Broad, balanced and diverse curriculum	Head Boy and Head Girl, prefects, sports leaders Parent survey	Pupil voice External visitor feedback Behaviour policy	External visitor feedback Pupil voice	Governor Visits Pupil reflections	Floor books Provision Monitoring
Next Steps	Increase % of children at ARE+/GDS Increase % of children working at ARE in RWM	Extend courageous advocacy beyond KS2 What’s stuck with you reflective journaling from September ‘23	Further develop support for children and families with EBSA (Emotionally Based School Avoidance) and PA (Persistent Absenteeism) Maintain strong culture with a high focus on wellbeing for staff as well as children	Greater global dimension to the wider curriculum and responding to global events	Extend pupil leadership in collective worship	Broader variety of pupil responses and reflections Increase creativity