

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>St Michael's Church of England Primary School, Helston</b>	
Address	Penberthy Road, Helston, TR13 8AR
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
We strive to 'Live and Learn Together' in God's love, showing respect. All members of our school family strive as one cooperative team, to provide an inclusive and nurturing community in which our wonderful children can flourish. Our faith in clear Christian values allows us all to be the best we can possibly be.
Key findings
<ul style="list-style-type: none"> <li>• There is an outstanding culture of inclusion which nurtures work with families. The provision for meeting all pupils' needs is equally impressive, particularly their social and emotional development. This enables those considered to be vulnerable to flourish.</li> <li>• Leaders are passionate and dedicated to the work of being a Church school, leading by example which is contagious. As a result, the school has made rapid developments, making a positive difference for pupils' lives and thinking.</li> <li>• The vision is embedded in the life of the school, creating a community where all treat one another with a high degree of dignity and respect. It inspires a culture of high aspirations. However, pupils' understanding of global disadvantage is not fully developed, as their role as agents for change is still growing.</li> <li>• Significant improvements in collective worship give it a high profile in daily life with pupils taking a leading role. At present, they are not always confident to articulate the difference it makes to their lives and thinking.</li> <li>• The introduction of 'big questions' in religious education (RE) stimulates pupils' curiosity to explore ideas. Monitoring strategies are less impactful on identifying what pupils are learning and are in the process of being refined.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Refine assessments to enhance teacher's knowledge of what pupils are learning in RE. This is to enable further support for those considered to be vulnerable and to highlight opportunities for extending the depth of pupils' understanding.</li> <li>• Extend pupils' knowledge of global communities, enabling them to develop the skills to become agents for change. This is so they can live out the vision within a relentless culture of compassion.</li> <li>• Provide opportunities for pupils to reflect on collective worship themes. This is so they are confident to recognise and articulate the difference these have for their lives and thinking.</li> </ul>

## Inspection findings

The long standing vision is embedded in the life of St. Michael's. It gives clear strategic direction to improvements and permeates all aspects of daily life. The vision provided stability as the school moved to the Rainbow Multi-Academy Trust (Trust). Led by pupil reviews, the biblical story of the feeding of the five thousand, which is lived out throughout the school was adopted. The example of Jesus is used to show how people can live well together, fulfilling their potential and make a difference. The vision addresses the needs of the locality. The 'together' aspect of the vision enriches the welcome for all. It widens pupils' awareness of the world whilst growing aspirations. Leaders articulate a secure understanding of biblical principles underpinning the vision. They talk of everyone being special to God, perceiving their role as giving each the best possible support. This enables pupils to be the best person they can be. Leaders' passion is contagious, inspiring others. As a result, there are examples of excellent practice, notably in inclusion, meeting pupils' needs and growing aspirations. The vision drives improvements. This is overwhelming evident in the care for pupils who are deaf. Staff feel valued and articulate how they grow their potential. They perceive their role as living out the vision, so all recognise the difference it makes. Leaders make astute ongoing evaluations leading to prioritised actions, which consistently make a difference. They are impressively supported by the Trust, whose expertise is highly valued.

The vision of learning together inspires leaders to create a culture of identifying high quality practice to meet pupils' needs. Highly effective systems screen pupils' social and emotional development. Pupils are confident to talk about their emotions, recognising personal strategies which help them to be calm. Programmes of support provide individualised work enhancing pupils' attitudes to learning. There is a significant range of interventions, led by knowledgeable staff. Teachers' skills in this area are grown, with dedicated areas created. For instance, to nurture sensory development. As a result, pupils considered to be vulnerable thrive in their learning. The school has a strong reputation for their compassionate support. Inclusion is another example of outstanding practice. Staff go beyond the expectations of the community to build trusting relationships with families. This enables them to celebrate their child's development. The nurture of pupils who are deaf is impressive, ensuring they flourish within the school. Signing enhances the inclusive nature of collective worship. Pupils learn sign language approaches to ensure all are included as part of the family. Pupils know strategies which enhance their mental health and wellbeing, recognising which work for them. An influential culture of aspiration permeates the school. A language of 'I may not be able to do it yet', inspires all to be the best person they can be. Planned learning experiences help pupils recognise where others have overcome challenges and flourished. Pupils articulate how these grow their self-belief.

Growing pupils' love of learning and stimulating their curiosity is a key aspect of the vision. Opportunities for pupils' spiritual flourishing are carefully woven across all subjects. Staff confidently draw on spontaneous moments to enhance reflection. Pupils use a structure which helps them to organise their thinking. Staff work creatively to enable each to express their ideas. Some opportunities develop pupils' awareness of the wider world, such as Fairtrade. They increasingly campaign to take greater care of God's world, through tree planting and making bug houses. A thoughtful understanding of diversity is evident, where pupils talk of everyone as unique. This is enriched by multi-cultural days and families sharing their customs, generating respect. Learning experiences explore people who are courageous advocates, with staff acting as role models. More pupils are becoming agents for change, such as raising awareness of charities. However, awareness of global communities is not fully developed. So they are not confident to challenge injustice beyond their locality.

There is a persistent drive by the RE subject leader to deepen pupils' thinking. Lessons begin with a 'big question' which pupils explore. They draw on biblical ideas to support their thinking and have skills to disagree with others. This helps pupils to shape their opinions, creating a culture of questioning. Planning progressively expands their knowledge. Pupils' understanding of core religious concepts and Christianity as a living faith is growing. New strategies are beginning to help them to retain the importance of key religious vocabulary. They talk thoughtfully of worldviews and make informed comparisons. The use of 'Kerwenak' enriches understanding of Cornwall's unique Christian heritage. Monitoring strategies are secure, but being refined so pupil progress is clearly defined. As a result, further support for pupils who are vulnerable can be put in place. Further, it identifies opportunities for pupils to work at greater depth. Leaders draw effectively on diocesan and Trust resources. Their dedication to enhancing staff subject skills leads to pupils enjoying RE.

Significant improvements in collective worship make it a focal point of each day. It enables pupils to see what the vision looks like. Worship is invitational and inclusive. A pupils' worship crew have increasing ownership, meeting weekly to plan and lead worship. They make suggestions for improvement, such as new worship songs. Pupils articulate the importance for Christians of key festivals. Prayer is seen as a positive time for calm, reflection or sharing ideas with God. Pupils of all views and faiths value coming together. However, opportunities to consider the relevance of new ideas are less well developed. They are not always confident to articulate the difference it makes. Planning enables all staff to lead, supported by the coordinator who grows their confidence. Collective worship is increasingly a strength of the school.

Partnerships, particularly with the Trust, enables the school to make rapid progress. The Trust offers expertise, focused high quality training and detailed evaluations. They grow new leaders, recognising their potential. Relationships with local churches are good, sharing celebrations. The diocese offers new initiatives which enrich work in RE. The vision and Christian values weave through all aspects of daily life and shape the way pupils live and collaborate together. Pupils show everyone a high degree of dignity and respect. Restorative approaches to behaviour, based on Jesus' teaching, allows pupils to put mistakes right and move on together. There is a tangible sense of caring in this family that is highly valued. Pupils and staff live out the vision making St Michael's a special place.

Information			
School	St Michael's Church of England Primary School, Helston	Inspection date	14 July 2023
URN	140027	VC/VA/Academy	Academy
Diocese/District	Truro	Pupils on roll	362
MAT/Federation	The Rainbow Multi Academy Trust		
Headteacher	Sarah Luff		
Chair of Governors	Rebecca Wills		
Inspector	David Hatrey	No.	844