



# St Michael's Church of England Primary School



## Statutory Inspection of Anglican Schools

### Inspection Report

School address  
Brigadier Hill,  
Enfield,  
EN2 0NB

Headteacher  
Cathryn Mann

Type of School  
JM&I  
Status  
Voluntary Aided  
Unique Reference Number  
102034  
Diocese  
London  
Local Authority  
Enfield  
Date of last inspection  
1st May 2008

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Inspection date  
15th June 2012  
National Society Inspector  
Alan Thornsby (NS 137)

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The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

## School context

St Michael's is an average sized primary school that is expanding to become a two-form entry school. The proportion of pupils from minority ethnic groups and those with English as a second language are similar to national averages. The proportions known to be entitled to free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is average.

## The distinctiveness and effectiveness of St Michael's as a Church of England school are outstanding.

The mission statement of St Michael's school 'Joy in service' impacts on the lives of the school and local communities. Staff ensure that whatever they are, the needs of every child are met. They may then learn, in a safe and secure environment, to respect, love and care for each other and other people and live out 'Joy in service'.

### Established strengths

- The powerful sense of the St Michael's family 'seeking joy in service'.
- The strengths of the links between school and church
- The impact of the Christian ethos on the personal development of pupils and their spiritual and moral decision making
- The quality of music and performing arts in the life of the school, especially in worship

### Focus for development

- Ensure the joy of learning and Christian values 'run through the new building like writing through a stick of rock'.

## The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.

The school has a powerful family-like ethos that informs and drives the practice and policy of the school. Adults and children live out the mission statement 'joy in service' in their daily lives. The mission statement and aims 'how do we want our school to be' and 'what do we need to do to make it like that' had a major input from pupils. This creates a wonderful sense of belonging to a learning community that embraces everyone who enters the school. A display in the nursery 'how can we be a Good Samaritan?' reflects the foundations of love, care and joy that are developed through the school. Everyone is valued as an individual, nurtured to achieve academic and personal potential. The headteacher and staff, as a parent commented, go 'far beyond the call of duty' to ensure that the needs of every child are met and ensure children and their parents know that school is a secure and safe place. Relationships and behaviour are excellent because of the high expectations and role models of adults and children themselves. There is a great sense of shared fun in being together, including a staff team in the house system, who enjoy success as much as children. There is total respect for other faiths and beliefs. One child described the inclusive nature of the school as, 'we are not just a Christian school but a Church of England school, so we bring all the different places of worship in England together.' Pupils explain the importance of hope, charity, forgiveness and a fresh start that also have high profiles in the school. They understand that everyone has unique talents and although they have the confidence to discuss their weaknesses, their peers immediately give support by identifying strengths. The 'Golden Wall' provides pupils an opportunity to nominate others who have shown them an act of kindness, raising the esteem of both. Spiritual, moral, social and cultural development (SMSC) are excellent because of the wide range of activities and the importance given to performing arts across many areas of the curriculum. Pupils are confident in speaking to adults because of opportunities to speak to older members of the community as they share tea after performances. The garden club engages pupils in stewardship of the earth and the chance to share their produce. Residential and other visits, including a day trip to France accompanied by the vicar and governors, enhance SMSC. Throughout the school high quality displays, many with reflective questions, reinforce the distinctive Christian character of the school.

### **The impact of collective worship on the school community is outstanding.**

Worship is securely based on a well-planned cycle of themes, including 'A Teacher's Dozen' and festival and saints' days. Pupils value worship as a 'time to learn more about God and how we should behave'. The attendance of staff reinforces the significance of worship in the life of the school. Common rituals and hymns are shared with church services and the greeting and blessing mark the time of worship in assemblies. Pupils enjoy a range of leaders and styles of worship. They create a reverent atmosphere for worship and although at times show great excitement, they also know when to be still and quiet. Their engagement with worship is not interrupted, for example, by noise from the building work. The vicar has a major role in the life of the school and regularly leads worship. Themes are made relevant to the lives of pupils. For example, a blindfolded child was directed by another to feed a third child to dramatically illustrate the need for working together because 'we are all part of one body'. Meaningful singing and musical accompaniment is a strength of the school with children and adults joining enthusiastically in actions. Year 6 children regularly plan and lead worship, often based on Bible stories to explain their meanings. Pupils understand the value of prayer and reflection, explaining 'it is a time to talk to God and put your mind to rest' and 'after a really bad day it is relaxing to let go of everything.' Foundation governors regular attendance at worship, and conducting interviews with pupils informs on-going monitoring and evaluation. The school council is also involved in regular evaluation and for example suggested more action songs to give all pupils more involvement. The church is regularly used for worship, including the Education Sunday service. The church and the school are central to outreach work in the community. For example, after a visit to church, pupils visited the local bakery for hot-cross buns.

### **The effectiveness of the religious education is outstanding**

The coordinator has created an effective 'St Michaels scheme' for religious education from a number of sources. On-going revision by teachers ensures the needs of all pupils are met through secure cross-curricular links. This has been shared with other diocesan schools. The conscientious coordinator supports teachers and maintains an overview of standards through a cycle of evaluation of work scrutiny, lesson observations and demonstration lessons. Assessment using levelled planning and success criteria shows that standards are at least in line and often better than the above average levels in English. Pupils are challenged to reflect, discuss and question through use of Godly Play and Philosophy for Children. Lessons observed were good because of good teacher knowledge, the pace of lessons and opportunities for pupils to reflect and discuss their ideas. A Year 1 class explored the values of possessions and empathised with refugees as they decided what they would leave behind and bring with them as reminders of a previous life. Year 6 pupils reflected on the impact of the school on their personal lives and their knowledge of Christian worship planning, as they prepared for an intimate remembrance service to mark their leaving. Pupils take pride in the presentation of their written work, which is differentiated and often creative. Many books have level descriptors to support self-assessment. Teachers comment on pupils' work in their marking and there is increasing evidence of pupils beginning a written dialogue in response to the comments. Visits to places of worship and opportunities for pupils of other faiths to share their beliefs reinforce respect and the understanding of each other's faith. Pupils enjoy the chances to work with other age groups in an RE focus day. Inset training and curriculum review are regular events.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The head, staff and governors share a clear Christian vision focussed in a mission statement that was jointly developed by pupils during a series of assemblies. Christian values pervade a calm and caring learning environment where faith is respected and honestly discussed. Everyone is nurtured through appropriate challenge and support. This ensures good relationships and morale amongst staff. The bi-annual staff retreat gives staff opportunities for reflection working in distinctively Anglican church school. Governors are involved in the daily life of the school. Each is linked to a class and follows them through the school. This gives each governor the opportunity to lead by example and be a meaningful part of the school community. It also ensures they gain a good understanding of the work and progress of the school that is regularly discussed in

meetings. Foundation governors are active in their role in maintaining the Christian ethos of the school including the presentation of revised policies and the RE syllabus to governors. Evaluation of RE, worship and the ethos of the school are a regular aspect of the school improvement plan. Parents praise the school highly and are proud of the local reputation of the school for the quality of care, love and service it shares. Typical of the many positive comments from parents are 'teachers lead by example and live out Jesus in their lives.' and 'there is no judgement, children are seen as part of a family where good moral and spiritual attitudes build their character.' Parents, like their children regard school and church as 'one united being' that gives a sense of belonging for all because of love, respect and approachability. They also show their support for the school through an active Parents' Association. The school has good links with the diocese for training and to share their good practice with other schools.

SIAS report June 2012 St Michael's VA Enfield EN2 0NB



## Judgement Recording Form (NSJRF)



**Name of School:** St Michael's Church of England Primary School  
Brigadier Hill, Enfield, EN2 0NB

**Date of inspection:** 15th June 2012

**Type of Church school:** Voluntary Aided

**Phase of education:** Primary

**Number of pupils:** 300

**URN Number:** 102034

**NS Inspector's Number:** 137

**Rating 1-4\***

<b>How distinctive and effective is the school as a Church school?</b>	<b>1</b>
<b>How well does the school, through its distinctive Christian character, meet the needs of all learners?</b>	<b>1</b>
<b>What is the impact of collective worship on the school community?</b>	<b>1</b>
<b>How effective is the religious education?</b>	<b>1</b>
<b>How effective are the leadership and management of the school, as a church school?</b>	<b>1</b>
<b>The school meets the statutory requirement for collective acts of worship</b>	<b>Yes</b>
<b>The school meets the statutory requirement for religious education *</b>	<b>Yes</b>

\* Ratings: 1 Outstanding; 2 Good; 3 Satisfactory; 4 Inadequate