

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

### St Michael's Church of England VA Primary School

#### Vision

'Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms' 1 Peter 4:10

We believe our children's future is created every day. Every moment counts.

St Michael's Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Notable Strengths

- Committed leaders ensure that the Christian vision drives strategic development and underpins daily practices at St Michael's.
- The curriculum is ambitious and creative. Concepts of justice and responsibility are deeply embedded and lived out through a range of activities. Visits and extracurricular opportunities further enrich pupils' personal growth.
- Collective worship is valued as a key element of the school day. Highly effective relationships with local churches nourish the school community.
- Harmonious relationships amongst pupils and adults ensure a positive learning environment. Pupils with special educational needs and/or disabilities (SEND) and those considered to be vulnerable are fully included in the life of the school.
- Effective leadership ensures a broad and well-sequenced religious education (RE) curriculum. Pupils enjoy interesting RE lessons and make good progress as a result. Their learning is enriched by encounters with visitors and visits to places of worship of a range of faiths.

#### Development Points

- Strengthen opportunities for pupils' individual spiritual development within the curriculum and during social times.
- Expand leaders' monitoring and evaluation of spiritual development.



## Inspection Findings

### Vision and Leadership

Dedicated leaders root the school's vision in a carefully chosen biblical verse. This highlights the Christian belief that people are made in God's image, each having individual qualities and talents to share. Pupils and adults are encouraged to recognise each other's gifts and to make the most of the opportunities they have. The school's selection of Christian values promotes behaviour and attitudes to support the vision. Leaders, including governors, ensure that the vision consistently guides policies and strategic planning. This results in a clear focus on boosting pupils' personal development through wide-ranging experiences. Leaders' monitoring and evaluation of St Michaels' effectiveness as a Church school is sound. They monitor collective worship and are rightly proud of the high quality of provision. However, evaluation of broader spiritual development is less developed. This is partly because this specific focus in the curriculum is recent. Leaders evaluate the impact of worship on pupils. They ensure that the vision is lived out and has a positive daily impact on the school's ethos.

### Vision and Curriculum

The curriculum is ambitious and creative, with a strong emphasis on diversity and inclusion. Carefully selected books deepen pupil's awareness and appreciation of the histories and experiences of underrepresented and disadvantaged groups. Embracing individual difference helps pupils to feel valued, including those who have SEND or who may be considered vulnerable. Broadening pupils' perspectives and strengthening empathy enhances pupils' social and emotional development. Leaders embrace the importance of spiritual development in the curriculum, recently establishing a policy. This is at the early stages of implementation, so its impact is not yet evident. Opportunities to feel moments of wonder in the curriculum are identified by staff. They also plan specific experiences. For example, younger pupils explore how to make the 'daily bread' of the Lord's prayer. Linking this to the parable of the sower, pupils plant wheat carefully, avoiding the stony ground. They consider sustainability and care of God's world in keeping their plot watered and free of weeds. The curriculum, including extra-curricular provision, thus enriches pupils' development, expanding their horizons beyond their personal experiences and local community.

### Worship and Spirituality

Collective worship is valued as an enriching and uplifting time of togetherness. Its high profile is reflected in the carefully sequenced weekly plans which provide clear guidance for those leading worship. Leaders are mindful of variation in personal beliefs and spiritual styles, so worship includes creative opportunities to engage participants. Its planning cycle includes important themes from Christian teachings and a range of Bible stories. These link to the school's vision and values, helping pupils to understand their relevance. Daily class worship includes prayer, celebration and discussion of 'big questions'. Christian meditation takes place in class, when everyone stops and engages in the art of being still. However, opportunities and spaces for spontaneous, individual prayer, stillness and contemplation have not been fully developed. The strong relationship with the parish church and other local churches enriches the spiritual life of the school. Clergy from several churches collaborate in contributing to weekly worship, strengthening pupils and adults' familiarity with Anglican traditions. The parish church hosts services for key festivals, helping pupils to understand the pattern of the church year. Pupils lead much of these, with families joining in, further strengthening this spiritual community.

### Vision and School Culture

Celebration of diversity and promotion of Christian fellowship are rooted in the school's vision and values. Forgiveness and friendship are demonstrably lived out, particularly in helping pupils to resolve their differences. Staff are supported very well, both professionally and personally. As a result, they are deeply committed to the school. The vision thus underpins an inclusive and harmonious environment with people's wellbeing at its heart.



Valuing each person as a unique individual ensures that provision for vulnerable pupils and those with SEND is personalised. Their specific gifts are recognised and celebrated, while adjustments are made to enable them to participate in class with their friends. Where they may benefit from specialist interventions or working individually, provision is tailored to match needs. They thrive and make good progress as a result. Leaders are approachable and support individual parents well. They also provide broader guidance, such as an expert workshop on how to deal with children's mental health. Leaders' commitment to ensuring that 'every moment counts' is demonstrated amply by the quality of this support.

#### Vision, Justice and Responsibility

The vision and values ensure that pupils' sense of justice and responsibility is actively nurtured. Engagement with an international programme focused on respect for children's rights embeds these principles into the school's ethos. It provides a clear framework for balancing individual enjoyment and achievement with respect and consideration for others within and beyond the school community. Pupils learn about justice, responsibility and rights through the curriculum, as an aspect of worship and on focus days. Year 5 pupils run elections on priority school issues whenever there is a local or national election. This helps pupils grasp how to promote their viewpoints and garner support and how to deal with disagreements appropriately. Pupils also engage in making a difference in their locality, for example campaigning about the dangers of potholes. This and their experience of challenging speeding drivers in a 'junior speed watch' with the police is empowering. The school's climate action plan focuses attention on responsibility and justice, for example people's access to water across the world. It also educates pupils in how to live more sustainably, such as by recycling food waste. Such activities equip pupils with skills and understanding of how they can make a positive difference in society.

#### Religious Education

RE has a high profile with weekly lessons, as appropriate to the school's Church foundation. Highly effective RE leadership is enhanced through diocesan training, advice and networks. The RE curriculum is accurate and well sequenced. It offers pupils the opportunity to study world religions and worldviews in depth and to engage with philosophical thinking. Global traditions in Christianity are explored and link positively with pupils' personal experiences. For example, the importance of the three kings in Spain and how Easter is celebrated in Poland are included. Pupils also learn about Christian orthodox customs. This helps the school to contribute well to trialling new units with the diocese and other schools.

Teachers receive expert guidance, so they are confident in teaching RE and pupils enjoy their lessons. Teaching resources are supplemented with artefacts, which brings authenticity to studying world faiths. Teachers provide helpful feedback and assessment is varied and rigorous. As a result of effective teaching and assessment, pupils make strong progress. Pupils particularly value visits to places of worship and workshops with visitors. These represent a wide range of world religions and Christian traditions. This helps pupils connect with the lived experience of people with varying beliefs and worldviews. Consequently, pupils develop a strong understanding of religious and non-religious worldviews and Christianity as a global religion. They appreciate the importance of this in terms of being good citizens in a diverse society.

## Information

Address	North Road, Highgate, London N6 4BG		
Date	26 March 2026	URN	102135
Type of school	Voluntary aided	No. of pupils	442
Diocese	London		
Executive Headteacher	Geraldine Gallagher		
Head of School	Sinead O'Brien		
Chair of Governors	Cordelia Brown		
Inspector	Rachel A Jones		