

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Michael's Church of England Primary School

Vision

Courage to Flourish in the Love of God

Everyone is unique - made in God's image. Jesus offers fullness of life for everyone. Inspired by Joshua, we are courageous in facing challenges. We bring coherence between these ideas and the experiences, opportunities, and achievements of everyone. We transform lives and learning, so that everyone can flourish.

St Michael's 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.

Strengths

- The Christian vision is understood and lived out throughout the school. It clearly drives actions and decisions, enabling pupils and adults to grow and flourish.
- Inspired by the vision, relationships are strong between members of the school community. Staff are dedicated and caring as they seek to foster growth and success for both adults and pupils.
- Leaders actively create a culture of inclusion and equity. The nurturing environment enables pupils and adults, including those considered vulnerable, to be supported and develop a sense of belonging.
- Well-led and shaped by the Christian vision, inspirational collective worship engages pupils and adults in their spiritual journeys. It enables connections to be built between biblical teaching and lived experiences making a difference to their lives.
- Staff ensure that the vision informs the school's broad and enriched curriculum offer. As a result, pupils, whatever their needs or background, can thrive.

Development Points

- Ensure that the religious education (RE) curriculum effectively deepens pupils' understanding of Christianity as a diverse global faith. This is to extend their understanding of Christian traditions, beliefs and practices from a range of perspectives.



Inspection Findings

The school's vision, 'Courage to Flourish in the Love of God', is understood and lived out by pupils and adults. It draws strength from John 10:10 and Joshua 1:9, speaking hope into a community facing multiple challenges. Leaders make bold decisions based on this contextually relevant Christian vision. The school nurtures and celebrates the uniqueness of adults and pupils, recognising their individual contributions. A positive partnership is evident between the school and the multi academy trust (MAT). Their closely aligned visions have been a source of strength during the challenges the school has faced in recent years. The trust provides appropriate and insightful support. This enriches the impact of the Christian vision, extending opportunities for the flourishing of pupils and adults. Consequently, strong and proactive partnerships enhance the work of St Michael's as a Church school. Staff speak of being on a journey, understanding the need for change and appreciating the work of leaders to achieve this. Parents value that their children flourish because the school cares about the whole child and not just their academic development. This supports and empowers them to contribute positively to society by doing all things in love. Collaborative work between knowledgeable, committed governors and the diocese strengthen the effectiveness of the school. They carefully monitor aspects of school, including RE and collective worship. This gives them a thorough insight into the way the Christian vision informs the school's decisions, plans and actions.

Rooted in the vision, the curriculum challenges pupils in their thinking, giving them the courage to take risks. Substantial provision for pupils considered vulnerable and those with special educational needs and/or disabilities (SEND) supports the way they access the curriculum. Parents speak movingly about the help given to their children. Leaders go above and beyond to meet pupils' needs. Examples include knowing when pupils require extra time before going into the classroom, so they are ready to learn. This caring community recognises that to be fully inclusive, support must break down barriers so pupils flourish alongside peers. This commitment is evident in the tailored strategies and interventions that enable pupils, including those with additional needs, to thrive both academically and socially. Curricular and extra-curricular activities including music and creative arts offer opportunities for learners of all abilities to excel. The school's pastoral team works tirelessly to assist pupil wellbeing and academic progress. There are powerful examples of how this ensures that pupils who are at risk of non-attendance thrive at St Michael's. Moments for reflection are planned throughout the curriculum. A shared understanding of spirituality is embedded in the life of the school. Leaders talk of 'ow', 'wow' and 'now' moments. This vocabulary helps structure reflections upon moments of challenge and celebration, both in living memory and throughout history. Pupils, therefore, analyse how lessons learnt can be applied in their lives, developing an understanding of what spirituality means to them. Inspired by their core values of hope and community, leaders have developed spaces to support spiritual development. These allow for spontaneous moments of awe and wonder alongside the busyness of everyday life.

Relationships are strong between members of the community. Valued by leaders, staff are given opportunities to develop and grow. This includes time spent working in other schools which enhances skills in areas such as subject leadership and behaviour management. Staff are dedicated and caring, they value pupils and take time to know and understand them. Consequently, they appreciate that they are special, heard and respected which leads to them trusting staff in school. Adults care about one another and these positive relationships are reflected in those of the pupils. Wellbeing is a priority at St Michael's with leaders implementing new initiatives to support pupils' mental health and wellbeing. This includes the investment in four mental health leads and regular wellbeing surveys. Adults talk positively about this as it promotes awareness and is supporting pupils to build their own toolkit to use as they need to. This makes a positive difference to the lives it touches.



RE is well-led and the curriculum is thoughtfully sequenced. It is accessible to pupils because a range of methods for delivering it are used in the classroom. Pupils speak enthusiastically about their enjoyment for the subject. They understand that Scriptures and traditions from long ago can have relevance today. Pupils explain how making connections enhances their understanding of, and respect for, different traditions. Visits to places of worship during interfaith week brings the subject to life through first-hand experience. However, pupils' understanding of Christianity as a living, global and diverse faith is limited. Leaders are conscious of this and are at the early stages of planning and implementation to embrace this. However, the impact of this is not evident.

School leaders ensure that RE has a high profile in the curriculum. Teaching is supported by leaders so that it effectively enables pupils' learning. Subject leaders moderate, monitor and evaluate standards of work. Pupils of all abilities make progress in RE because lessons encourage them to be curious and ask big questions. Older pupils explore questions about how faith inspires different ways of thinking. Younger pupils ask and answer challenging questions. These lively discussions lead to a superior quality of work, presented with care. Learners revisit topics, which supports recall by strengthening their ability to form associations, deepen understanding, and retain key knowledge over time.

The vision's associated values of love and courage, engender a culture of care and responsibility. Older pupils are buddies to younger pupils and peer mediators help sort out minor disagreements at playtimes. This nurtures a culture of forgiveness and justice. Leadership roles, such as school council, help pupils develop their sense of personal responsibility towards others. Local partnerships are strong and encouraged. Working with a local hospice, for example, extends pupils understanding of empathy and care for others. Opportunities to explore justice and advocacy are woven through the curriculum and worship. Pupils engage in action through roles such as eco-warriors and worship leaders. They recognise their responsibilities to others and are encouraged to act with kindness, courage and fairness.

Collective worship is a time of daily connection where pupils and adults stop and consider their vision and core values together. They look forward to, and are enriched by, the peaceful space it creates and the way this enriches them spiritually. Worship is inclusive, inspiring, memorable and interactive. Careful collaborative planning by school and church leaders shapes pupils' understanding of Bible stories. Worship motivates them to live differently and be resourceful when facing challenges. Rooted in love, a powerful partnership with the local church ensures that the school is supported through the challenges it faces. This support extends to families beyond the school day. Reflecting together on the spiritual and physical needs of the community has galvanised shared initiatives, such as a community foodbank and fund. This is highly valued, contributing to community healing and growth. The use of carefully selected resources supports contemplative practice and encourages stillness and prayer. Staff and pupils value these moments of peace and connection.

Information

Address	Nantmel Grove Bartley Green Birmingham B32 3JS		
Date	11 June 2025	URN	139174
Type of school	Voluntary aided	No. of pupils	416
Diocese	Birmingham		
MAT	Birmingham Diocesan Multi Academy Trust		
Headteacher	Sally-Ann Roberts		
Chair of Governors	Stephen Pihlaja		
Inspector	Gemma Hathaway		