

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Coningsby St Michael's Church of England Primary School	
Address	School Lane, Coningsby, Lincoln, LN4 4SJ
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
<p>As Jesus welcomes and values children, we at St Michael's aspire to welcome and value all members of our community. We believe that this welcome and value provides opportunities for all to succeed. Matthew 18: 2-5</p> <p>Believe. Aspire. Succeed.</p>
Key findings
<ul style="list-style-type: none"> • School provides exceptional pastoral support to pupils and families. This is highly valued by parents and carers and fosters a sense of belonging and celebrates differences. • Leaders have a deep understanding of the theology and biblical narrative that underpins the school's Christian vision. This ensures that adults and pupils live and breathe the vision and consequently all feel welcome at St Michael's. • Leaders understand the school community that they serve. This results in bold, ambitious and relevant learning opportunities that are allowing pupils to flourish. They have high ambitions for the pupils at St Michael's. Effective monitoring and evaluation of religious education (RE) is not yet in place however. • Pupils want justice for others and are clear in how they can make a difference, ensuring equality for others. They show compassion and tolerance as they seek to fulfil the school vision in their relationships with one another. • Pupils and adults value collective worship. The invitational welcome written into the school vision permeates through these daily acts of worship. Pupils are beginning to take a more active role in times of collective worship. A shared understanding of spiritual development is not yet established.
Areas for development
<ul style="list-style-type: none"> • Provide further opportunities for pupils to grow spiritually through experiences of personal prayer and reflection and their involvement in daily acts of collective worship • Establish clear systems that will enable teachers and pupils to know the impact of learning in RE.



Inspection findings

The school has a clear and well established Christian vision that places the pupils at the heart of the community. This vision of welcoming others as Jesus did, permeates every level of school life. Leaders, including the academy council, have a clear understanding of the deeper meaning behind the words of Jesus and articulate this with clarity. Pupils know and understand the purpose and value of the vision and can make links to their own living and learning experiences. They share how they feel welcome in the school and how they in turn welcome others. Parents and carers value highly the work the school does in supporting pupils from service backgrounds. Excellent lines of communication consider and support the wellbeing of every family member. The compassion and care that all staff demonstrate, for all pupils, is a particular strength of the school and is rooted in the school's vision. The strong pastoral work of the school takes a central place in decision making, ensuring pupils can aspire and succeed despite the challenges they might be facing. This deeply rooted love and compassion allows pupils to flourish at St Michael's.

Leaders have developed a curriculum offer that meets the needs of pupils. High expectations are in place for academic success, as well as, a deep understanding of pupils' social and emotional needs. The opportunity for all pupils to access forest school activities successfully encourages a wide range of interests and needs. As one pupil shared, 'I love forest school because I get to be uniquely me'. This provision also supports pupils from other settings and is managed by enthusiastic and highly skilled staff. Pupils are excited by their learning in school and are given a wide range of extra-curricular opportunities to extend learning beyond the school day. Science and technology projects, fundraising events and first aid clubs are examples of this. Opportunities to raise aspiration abound at St Michael's and, as a result, pupils are flourishing in their learning. The school celebrates difference and diversity through curriculum topics and carefully chooses texts that are used across the school. The school vision of welcoming others with respect and dignity translates powerfully as pupils talk about the differences within culture and society.

The school works effectively with partners within the local community. Established and effective links with the local parish, Baptist and Methodist churches emphasise the Christian vision within the school. Members of the school's academy council actively engage in projects across the school community. They provide excellent support and challenge school leaders appropriately. The school is part of Lincoln Anglican Academy Trust which actively supports leaders in fulfilling their vision for the school. Excellent links with the local RAF base enrich the provision in school for service pupils and their families. Every pupil is welcome at St Michael's, echoing the words of Jesus in Matthew 18:5, 'whoever welcomes one such child in my name welcomes me.' Pupils with special educational needs and disabilities (SEND) are empowered to succeed here. Staff quickly identify pupils' additional needs and apply appropriate support and provision. Staff work effectively with other agencies to maximise the opportunities for those with SEND. Pupils who struggle in other settings flourish in this caring environment. This desire to help, support and welcome others in need is also shown by the pupils. Pupils believe they can make a difference and are advocates for change in their local community and beyond. This is shown through their work to raise money and awareness for homeless people in Lincolnshire. Pupils feel empowered to make a difference by school staff and opportunities for their voice to be heard are plentiful. The school values of friendship, perseverance, compassion, thankfulness, forgiveness and truthfulness are important to pupils. They believe they help them to be a better friend to others and help them carry out the vision of the school. These values are celebrated throughout the school and referred to often by pupils and staff. Pupils speak with

understanding and compassion about how the school nurtures pupils who might be struggling in school. They recognise the role they can play in supporting one another to be the very best they can be.

RE is considered a key subject in the school and pupils are proud of the work they produce. The experienced subject leader is enthusiastic about RE and ensures the school adheres to the Statement of Entitlement for Religious Education and follows the locally agreed syllabus. Pupils have a growing understanding of the major world religions and value how they learn about different views and beliefs. They have opportunities to reflect on their own beliefs and convictions through their learning in RE. Reflecting on the Easter story one pupil commented that they believe 'love broke through' and that's why Jesus came alive again. Pupils demonstrate a strong knowledge of stories from the Bible. They are able to make links to how and why they might be relevant in society today. Good practice is shared within the school from the subject leader but teachers of RE do not access relevant regional or national training. Leaders do not yet have robust systems in place that allow them to know how well pupils learn in RE.

Times of collective worship are invitational and inclusive. There is a sense of expectation as pupils and staff come to meet together with one another and with God. Regular visitors from the local churches and the Padre and Imam from the RAF base enrich times of collective worship in the school. Staff are inspired by these times of worship and implement changes in their own practise as a result. Pupils value these special times of coming together and love to sing songs of praise and hear about important events in the Bible. Pupils are beginning to be more involved in times of worship. For example they light three candles representing the Father, Son and Holy Spirit. They are able to reflect on the Trinitarian nature of God. The school has a worship council who meet regularly to evaluate times of collective worship and plan a service each term. This committed group of pupils are reflective in their roles and have a clear vision of what they would like collective worship to look like in the future. Spaces for prayer and reflection are provided throughout the school. Pupils talk about how they find these spaces helpful to think and pray for family and friends. Church leaders contribute creatively to support the spirituality of pupils and staff. Opportunities for spiritual development both within collective worship and through planned learning are at an early stage of development.

Information			
School	Coningsby St Michael's Church of England Primary School	Inspection date	30 March 2023
URN	145527	VC/VA/Academy	Academy
Diocese/District	Lincoln	Pupils on roll	297
MAT/Federation	Lincoln Anglican Academy Trust		
Executive Headteacher	Stephanie Liley		
Chair of Governors	Susan Allison		
Inspector	David Akers	No.	2135