

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Rossington St Michael's Church of England Primary School	
Address	Sheepbridge Lane, Rossington, Doncaster, DN11 0EZ
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
The effectiveness of religious education (RE)	Good
School's vision	
All are welcome (Matthew 25:31-40), all are accepted (Romans 15:7), all achieve (Philippians 4:13) and all are loved. (Jeremiah 31:3)	
Key findings	
<ul style="list-style-type: none"> The school's distinctive Christian vision is strongly rooted in theological understanding and deeply embedded across all aspects of the life of the school. As a result, it positively impacts upon the lives of pupils and the community, offering love, acceptance and care to all. The strong, committed leadership and dedicated staff team are effectively supported by governors and the trust. They have driven school improvement, including development as a Church school, raising pupils' aspirations and achievement. Pupils have a deep sense of belonging in the school community. They value relationships with adults and other pupils, and are very welcoming of others, regardless of difference. They know they have a voice and will take a stand on ethical matters that move them. Collective worship is valued as a time of peace, togetherness and reflection. The impact is evident but pupils can find it hard to articulate this and other aspects of spirituality. Pupils have regular opportunities to engage in prayer, but they do not always recognise the invitational nature of these opportunities. Religious education (RE) is well taught, with appropriately high expectations. Pupils have developed a good knowledge of Christianity and world faiths. However, opportunities to compare worldviews, including non-religious ones, are not as well developed. 	
Areas for development	
<ul style="list-style-type: none"> Further develop opportunities in RE to compare between worldviews, including religious and non-religious ones, in order to broaden pupils' subject knowledge and skills. Develop pupils' confidence and language when talking about spirituality, enabling them to deepen their perception and understanding of the impact of these experiences on their lives. Ensure that opportunities for prayer are consistently offered with invitational language so that pupils fully understand the personal choice available to them in these situations. 	

Inspection findings

The distinctive Christian vision is securely grounded in theological understanding and the needs of the families that the school serves. This vision very clearly inspires the passion that drives all that the school does and has led to a community of genuine love, acceptance and care. Relationships are the bedrock on which success is built, creating a strong sense of belonging for both pupils and adults. This creates a determination to improve individually and as a school, and results in pupils and adults flourishing.

The Christian vision has given focus and energy to the school's journey of improvement in recent years, including in its effectiveness as a Church school. The school is led by a committed, inspirational headteacher and senior leadership team. They have fostered a culture that aims to ensure that no children or families are left behind and unable to flourish. This work has been effectively supported by the local governing board and trust.

The dedicated staff team feel valued by leaders and greatly appreciate the supportive relationships among the adults in school. One member of staff stated 'I can't imagine working in any other team'. They are fully committed to the vision, working hard to know and understand the pupils and their families. This enables them to address the variety of needs of each individual and to support them so that they can flourish. Systems to identify and support those who are vulnerable, or have additional needs, are well developed and led. Parents, including those of pupils with additional needs, value the care that their children receive and the positive impact this has. Parents stated that their children love their school days and praised the staff and leadership for all they do.

Pupils recognise and appreciate the care and support that they receive from staff. They link this to the school's vision and, in response, seek to live out the elements of the vision in their own lives. As a result, behaviour is good and pupils seek to treat each other with acceptance and love. Pupils accept and celebrate difference. One child, who has joined the school from abroad, said 'I was welcomed from the day I arrived, and now I try to welcome others'.

Inspired by the vision, the school is seeking to provide opportunities for pupils to broaden their experiences, including through music, art and their extra curricula offer. Initiatives to raise the aspirations of pupils, such as talks from career role models, are having a positive effect on pupils' confidence about what they can achieve.

Considerable work has been done to develop the oracy and confidence of pupils, including the 'courageous classrooms' initiative. This encourages all pupils to be active participants in their learning. As a result, pupils know that they have a voice that will be listened to by leaders and other adults. Pupils get opportunities to discuss and develop their understanding of the world and its problems, including through the use of 'Picture News'. They can express strong ethical opinions and can back this up with practical action, even when this requires sacrifice on their part. For example, the mixed hockey team refused to play in a finals competition for which they had qualified because they could not take both girls and boys through to that stage.

As an expression of the school's vision, collective worship is recognised as an important part of the life of the school. It is valued by pupils and adults as a time of pause, peace, togetherness and reflection. Elements of the liturgy ground the worship in the Anglican tradition and pupils regularly have key roles in leading. Opportunities for prayer, silent reflection, singing and discussion all contribute to the rich pattern of worship experienced by pupils across any given week. Pupils contribute to the prayer life of the school by writing their own prayers for worship. Prayers are also said regularly at other times within the school day. However, times of prayer are not always introduced in ways that invites pupils to participate

rather than expecting participation. As a result, some pupils are unclear that they have a choice whether to join in with these prayers. Leaders articulate spirituality as having opportunities to reflect upon big ideas, and to express oneself through creativity. These opportunities are present in worship and are planned across the wider curriculum. The behaviour and attitudes of pupils demonstrate that the school's approach to worship and spirituality does have positive impact. Pupils, however, do not have the language and recognition of spirituality, limiting its development and their confidence to discuss its deeper influence on their lives.

The local church has undergone a long period without a minister, but the school is now working closely with the new church ministry team to deepen links between the church and the school. This includes ministers from the church leading weekly acts of collective worship, but also other aspects of a mutually beneficial relationship, such as offering confirmation classes to pupils. The school makes good use of other partnerships, including the support and training it receives from the diocese.

RE is valued as a core subject and this is evident in the curriculum time allocated to it. Good subject leadership and staff training has resulted in an engaging RE curriculum that pupils rightly describe as interesting and relevant. It is delivered through a variety of faith specific units, using the resources of 'Understanding Christianity' and 'Discovery RE'. As a result, pupils have developed a good knowledge and recall of Christianity and other world faiths. Opportunities for comparative work between worldviews, including religious and non-religious ones, are less well developed.

A key element underpinning the school's theological vision is the parable of the lost sheep. Inspired by their understanding of this vision, the leaders and staff take on the role of the shepherd with enthusiasm. They demonstrate their willingness to 'do whatever it takes' to ensure all pupils feel welcome, loved and accepted. As a result, they have created a vibrant and supportive community in which pupils and adults achieve and flourish.

	The effectiveness of RE is	Good		
	<p>RE is well taught using a variety of approaches. As a result, pupils enjoy the subject, participate with enthusiasm and learn well. The use of assessment to support learning continues to be developed to maximise its impact. From this work, leaders correctly conclude that pupils make good progress. Leaders have also identified some specific gaps in knowledge, resulting from the disruption of the pandemic, and are working to fill these.</p>			
Information				
School	Rossington St Michael's Church of England Primary School	Inspection date	16 March 2023	
URN	144345	VC/VA/Academy	Academy	
Diocese/District	Sheffield	Pupils on roll	345	
MAT/Federation	Diocese of Sheffield Academies Trust			
Headteacher	Philippa Cousins			
Chair of Trust Board	Huw Thomas			
Inspector	Rupert Madeley	No.	2120	