

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Luke's Church of England Voluntary Controlled Primary School

Address	Weaste Lane, Salford, Manchester M5 5JH		
Date of inspection	23 May 2019	Status of school	VC primary
Diocese	Manchester	URN	105930

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

St Luke's is a primary school with 379 pupils on roll. The majority of pupils are of White British heritage, whilst there is a significant percentage of pupils from a range of differing heritages, speaking English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is also above national averages. Since the last inspection, the school has moved into new premises to accommodate greater pupil numbers and has appointed a new headteacher.

The school's Christian vision

'Learning for Life' *[our school Motto]*

'Nurturing the individual as part of our community' *[our Mission Statement]*

Faith, Wisdom, Aspiration, Community and Compassion *[our School Values]*

'Love the Lord your God with all your heart ... and love your neighbour as you do yourself.' *[Luke 10:27]*

Key findings

- The strength of the refreshed Christian vision is underpinning the school's ongoing drive to raise pupils' academic achievement, so ensuring pupils can achieve their highest aspirations. Much has already been accomplished, which is why St Luke's is currently judged as securely good on its journey of improvement.
- Carefully selected Christian values have powerful impact on how the school community lives and works together. They give clear and unambiguous guidance in how best to live out the school's Christian vision. However, integrated planning for pupils' spiritual development is not yet sufficiently developed.
- The caring, respectful relationships between all members of the school community affirm each individual, and live out the Christian teaching of the infinite worth of every person, known to and loved by God.
- The positive impact of inclusive and varied school worship is enriched by the regular involvement of local Christian churches, alongside the participation of school leaders and pupil volunteers.
- Because of the commitment of staff to enriching the ways in which religious education (RE) is taught, the subject inspires all pupils to grow in their understanding of major world faiths, particularly Christianity.

Areas for development

- Embed pupils' spiritual development as a cohesive part of the developing revised school curriculum so that times of spirituality become integral to pupils' keen engagement in its inspirational learning activities.
- Enable pupils to learn more widely about their multi-faith, multi-cultural global community, so helping them to perceive the need to challenge inequalities and to safeguarding its God-given natural resources.
- Enable accurate recording of how well pupils learn, reflect and respond to the wide range of stimulating learning activities in RE. This will enable meaningful comparisons of their progress and attainment to be made with the data from other core subjects.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Guided by the refreshed Christian vision, the headteacher, senior leaders and governing board work together to enable all members of the school community to flourish. Thorough evaluation by the leadership team and governors ensures that this vision remains integral to the ongoing development of all aspects of school life. For pupils, there is an insistent drive to support each individual's wellbeing and learning so that all can make good progress from individual starting points. Pupils thrive in this school and want to be there regularly. Support is given to the small minority of families for whom regular attendance is a concern. The school's emphasis on living well together is recognised in its Emotional Friendly School accreditation. A pupil commented, 'Everyone is welcome here, everyone cares about each other and wants them to do well, and be happy.' Classroom staff create a supportive, stimulating learning environment in which making mistakes is an integral part of pupils deepening their learning. A school council member explained, 'It's OK to get something wrong because you're still learning.'

Pupils respond well to the dedication of the staff. Parents recognise that the positive nature of the relationships between pupils and teachers are a key factor in encouraging their children to strive for their own personal learning goals. Inspired by the aims of the Christian vision, a new curriculum is being developed. Its rich learning experiences nurture pupils' progress and achievement, preparing them for the next stages of education and a rewarding future life. Such approaches to curriculum delivery support pupils in understanding their responsibilities for others, in order to live and work well together. However, the nurturing of pupils' spiritual development is not currently built into this framework.

Pupils demonstrate their respect and understanding for the needs of others in their thoughtful behaviour and in their determination to sort out disagreements quickly and amicably. Pupils know they need to seek and give forgiveness. After a lively debate, one class reached the conclusion that forgiveness not only gives the wrong-doer a second chance, but enables the victim to relinquish any resentment. Bullying and discriminatory behaviour are rare and pupils know that the staff will act swiftly to counter any such behaviour.

The chosen Christian values remind the school community of how faith teaching influences individual choices of action. Comprising faith, wisdom, aspiration, community and compassion, the values echo the chosen New Testament text from Luke, a central part of the school's vision statement. A pupil, when explaining the faith value of aspiration, added, 'We have to try and try again. If you give up, you won't ever manage it.' Parents observe that pupils regularly refer to the Christian values away from school when considering a course of action.

The school community lives out the Christian value of compassion whilst considering its responsibilities for the needs of the local and global communities. The school connects RE and worship to the need to take action in meeting these needs, a member of staff observing, 'Jesus made miracles happen and we can be part of miracles here too.' Pupils' practical Christian harvest festival donations provided the stock of hygiene requirements distributed by the local 'Life Centre' support network for several months.

This Christian stewardship also extends globally via pupils' responses to local and world events. St Luke's is involved in Christian Aid's 'Global Neighbours' programme, working towards the bronze award. Pupils understand the requirement for personal participation in practical responses. Some choose to take part in the Archbishop of York's community action young leaders' award within their locality. Pupils are also developing their perceptions of injustice or misuse of the world's resources. This is linked into worship themes which emphasise the need to nurture God's creation and the global community. Such concerns are discussed and debated by pupils in their class studies. However, pupils do not yet extend their knowledge of world cultures, faiths and religions into a sense of individual responsibility to challenge or work to rectify what they consider wrong or unjust.

Themes of worship ensure that there is relevance and inclusivity with its teaching, so that those of faith or of no particular faith may participate. Themes are carefully planned to ensure that core Christian values are regularly explored alongside understanding of the relevance of religious seasons and festivals, particularly those of the Christian faith. School worship embraces the community with parents and families attending school services held in the local churches. The views of all who worship are sought and evaluated, so ensuring worship remains influential and relevant to all stakeholders. The vicar of St Luke's church and the leaders of the local community church give clear guidance on how to live a faith-inspired life. Equally relevant is the worship led by the multi-faith pupils of the GLOW (God loves our world) group who lead regular acts of worship, independent of adult involvement. They meet regularly as an after-school club, one of many wide-ranging extra-curricular activities that extend pupils' interests and provide them with enriching new experiences.

An annual school prayer week is planned with the local community church. This enables all stakeholders to appreciate the importance of prayer and reflection in thinking spiritually and morally about issues of importance to the individual. Prayer and reflection's resulting high profile ensures pupils regularly use the stimulating reflection areas around the school. Following a quiet time of thought, a pupil observed, 'Jesus is like a torch taking over the darkness of the world.'

Inclusive worship themes link effectively with pupils' learning themes in RE. Inspirational and thought-provoking RE lessons are delivered by each class teacher with the committed support of the two enthusiastic RE lead teachers, who benefit from the support of the local diocesan RE hub. They ensure the subject is well resourced and linked to the wider curriculum, with regular monitoring of learning outcomes. However, full assessment of pupil outcomes and depth of RE learning is not yet in place.

The school has augmented RE learning experiences within the locally agreed syllabus with additional resources, notably 'Understanding Christianity'. As a result, pupils value discussing and debating their big questions of life and belief in which they are able to use their developing theological language. Pupils are keen to engage with RE themes which give added relevance to daily worship and emphasise that the school's core Christian values stem from the teachings of Jesus. This focus adds to the sincerity and depth of impact that the pervasive Christian vision has on all members of the school community.

Headteacher	Timothy Delves
Inspector's name and number	Nigel Castledine 652