



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

<b>Slyne-with-Hest St Luke's Church of England Primary School</b>	Shady Lane, Slyne-with-Hest, Lancaster LA2 6JL
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese/Methodist District</b>	<b>Blackburn</b>
Previous SIAMS inspection grade:	Outstanding
Local authority	Lancashire
Date/s of inspection	29 September 2016
Date of last inspection	June 2012
School's unique reference number	119524
Headteacher	Paul Bowden
Inspector's name and number	Fiona Ashton 860

### School context

St Luke's Primary School is an average sized primary school with a stable intake and staffing. Almost all children are from White British backgrounds. The number of children eligible for free school meals is significantly below local and national averages while attendance is significantly above. However, the number of children on the SEN register has risen dramatically in recent years and is now in line with the average for the county. The headteacher has been in post for a number of years and the school benefits from a stable and experienced teaching staff and Governing Body.

### The distinctiveness and effectiveness of Slyne-with-Hest, St Luke's as a Church of England school are outstanding

- The relatively recently reviewed mission statement is owned, embedded and understood by the whole school community and accurately describes the Christian ethos of this happy, caring and highly successful church primary school.
- The visionary Christian leadership of the headteacher and the committed contributions of the Governing Body and other staff ensure that Christian values are apparent throughout the school community and beyond.
- Collective worship is thoughtfully and thoroughly planned to enable the whole community to grow in its understanding of the Bible, the Trinity and the Anglican tradition.
- Religious Education is exciting and robust and captures children's interest and promotes their understanding of Christianity and other faiths.

### Areas to improve

- To formalise the evaluation of Collective Worship so that all members of the community are involved and so that outcomes inform future planning
- To review current assessment processes and tasks in RE to ensure that they accurately evaluate and promote even better progress and breadth of learning by the children.

## **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

Following the last SIAMS inspection, the whole school community embarked upon a thorough review of the school's mission statement. The new version 'Listen, learn, love and laugh as part of God's family' is already deeply embedded. It truly encapsulates the Christian values and approach of this friendly, caring and genuinely God centred community. In recent years, the school has sustained a trajectory of improvement that means that pupils now consistently achieve better than pupils in similar schools locally and nationally. This is as a result of a relentless focus on the needs of the whole school community and is faithful to the mission statement. Children are confident, they feel supported, loved and valued and, as a consequence, want to achieve their best. Children, their parents and their teachers, are proud of their school and of the way that they are treated and encouraged to treat each other. In the words of a Year 4 child, 'I love it here and if you're naughty, you get forgiven'. Attendance is excellent and children's behaviour is exemplary. Parents, governors, staff and children all associate the maturity and conduct of children with the school's Christian tradition. In particular, children linked their behaviour to following the example of Jesus and 'treating others the way you would like to be treated' as a Key Stage 2 child explained. The children demonstrate a theologically accurate understanding of love and are impressive in the way that they apply it to their daily conduct. They confidently explain the concept of 'love' as highlighted in the mission statement. This leads to a community that is harmonious, fair and calm. The children have a highly developed sense of justice. The school's geographic location means that for many children, their experience of cultural and religious diversity is limited. Yet, through learning about other faiths and supporting local, national and international charities, the school is significantly enhancing the children's understanding of the needs and circumstances of others. By participating annually in Women's World Day of Prayer, children learn about the breadth of the Christian tradition and its international impact. The school has impressive plans to develop pupils' cultural awareness through a 'One World' week. Religious education is a strength of the school with strong classroom learning enhanced through themed days. For example, the Easter event enabled pupils to reflect upon the stages of Jesus' journey through Holy Week. The school successfully opens these experiences to parents and the wider community. This is a clear demonstration and example of the close ties in worship between the school and the local community.

## **The impact of collective worship on the school community is outstanding**

Collective worship is central to the success of the school as a church school. It is thoughtfully, creatively and thoroughly planned. The worship co-ordinator evaluates it thoroughly. Worship provides a focus and steer for the school's development as a Christian community, as well as being part of the wider parish community of St Luke's. There is a clear three year cycle of worship planning that reflects the liturgical year of the Anglican tradition but also encompasses the breadth of Christianity. The more detailed termly planning nurtures and guides all of those that lead worship including members of the local parish. As a result, children reflect deeply upon specific Christian values through prayer, music, art and drama. Collective worship is successful because it is shared in a variety of settings but always with the same focus. This enables the children to grow in their understanding of, and mature response to, the bible and Christian values. These values include compassion, trust, justice, responsibility and, as at present, generosity. The events and impact of Christmas and Easter, Ascension and Pentecost are clearly brought to the children's understanding as rich and exciting experiences. These stay with both the children and adult members of the community and aid a sound understanding of Trinity. The vicar commended the school's worship for welcoming the parish community and promoting Christianity 'without apology but with sensitivity'. Presentations such as the recent Resurrection Rock and sharing in Harvest Festivals are examples of this. Children have a thorough understanding of the liturgical year. Two Year 6 children confidently explained that the cloths covering the worship table are different colours depending upon what is being celebrated and whether it was a 'happy or sad time in the life of Jesus'. The Year 6 worship group have an informal role in evaluating worship but structured written evaluation does not take place.

### **The effectiveness of the religious education is outstanding**

Religious education is coordinated by a highly effective practitioner who has worked collaboratively with colleagues to fully implement the new Diocesan scheme of work for RE. She ensures that colleagues are supported to deliver RE that is challenging, theologically accurate and firmly rooted in Christianity. She also builds in strong development of children's knowledge and understanding of other faiths. The teaching of RE is thoroughly monitored and evaluated and the standards that children achieve in RE are exceptional. Through partnership working with neighbouring church primary schools to evaluate pupils learning in RE, the coordinator ensures that these assessment judgements are accurate. Children have a love of their learning in RE and demonstrate an obvious pride in their work. Through skilful teaching that is always at least good, and frequently outstanding, children are encouraged to explore a range of themes creatively and empathetically. For example, a Year 4 group very effectively used a 'freeze frame' activity to explore the experiences of Martin Luther King and the Civil Rights Movement. They linked this to the Old Testament message of Micah (6:8) '... to love mercy, and to walk humbly with your God'. Children retain their learning and can apply the principles they learn to their daily lives. A Key Stage 2 child could recall the story of the rich man and Lazarus from much earlier learning. He could apply the messages from it to how the school community responds to the needs of others. Children are equally confident and accurate about their learning about other faiths and in particular Judaism. The RE curriculum is enriched by focus days and collaboration with a local inter-school Christian Union which supports RE lessons in an imaginative and energetic manner. Authors and artists are engaged to help children to explore and articulate their ideas. Poetry about the calming of the storm and banners of the school logo and Christian values are examples of this. Parents value highly the impact that children's learning in RE has upon their social, spiritual, moral and cultural development. It is learning that is talked about at home and children are seen to apply values such as 'forgiveness' in their interactions both at home and at school.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The school's distinctively Christian mission statement and core Christian values inform all aspects of leadership and management. The pro-active governing body provides highly visible support and challenge to the school and is rightly proud of its achievements and those of the children. It successfully holds the school community to account. Together with the passionate and inspirational headteacher, it ensures that the school's Christian distinctiveness is explicit, widely understood and provides a firm foundation for the school. Self-evaluation, planning and training at all levels is rigorous and focused on the well-being and progress of the children. It is deeply rooted in the school's mission within the church. Excellent links exist between the school and the local church. They pray for, know and care about each other. The headteacher and RE co-ordinator liaise successfully with the local incumbent who is a regular, welcome and supportive visitor to the school so that both RE and collective worship are enhanced. This is a forward-looking school. It is confident in its provision for children but uses strong links with the diocese and local church schools to share good practice that further benefits the children of St Luke's. Parents regard highly the manner in which the school engages with them and the encouragement they are given to voice their opinions. The 'headteacher drop-ins' are valued as an indication of the school's openness and family centred approach. Staff receive exceptional support for both their well-being and professional development. This results in highly skilled and committed practitioners and prepares them for current and future leadership roles in church schools. It also creates the considerable stability that enhances the quality of the children's learning and progress because staff bring new skills and approaches to the classroom. Children are given tremendous scope to develop their leadership skills and voice through the school council, the worship group and Rotakids, which is a charity focused collaboration with Carnforth Rotary Club. Year 6 pupils are proud of their responsibility to act as buddies for younger pupils and parents commend the way that this helps new entrants settle quickly. This school is outstanding. It succeeds in the headteacher's ambition of 'serving all the children to be Christian witnesses to the community and in giving them the best start in spiritual, moral and academic terms'.