

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

### St Luke's Voluntary Aided CE Primary School

Fernhead Road, Kilburn, London W9 3EJ

**Current SIAMS inspection grade**

**Outstanding**

**Diocese**

**London**

Previous SIAMS inspection grade

Outstanding

Local authority

City of Westminster

Date of inspection

13 June 2017

Date of last inspection

10 May 2012

Type of school and unique reference number

Voluntary Aided 101134

Headteacher

Barbara Dunn

Inspector's name and number

Gladys Vendy NS 299

#### School context

St Luke's is a one-form entry primary school situated in an area of high deprivation. The pupil profile reflects the disadvantaged socio-economics of the local community. The majority of pupils are from a wide range of minority ethnic groups, the largest being of Afro Caribbean and Black African heritage. The number of pupils who speak English as an additional language and those with special educational needs or disabilities are significantly higher than the national average. Pupil mobility is high. This academic year four new class teachers have been appointed to the school. The school was recently judged by Ofsted to be good.

#### The distinctiveness and effectiveness of St Luke's as a Church of England school is outstanding

- The school's very strong links with the church and their support of collective worship and religious education (RE) means that pupils' spirituality is deepened through a very good biblical understanding.
- Christian values permeate all aspects of school life so that the practice of them results in a caring and inclusive learning environment where pupils and parents feel safe and welcomed.
- The school leadership team and the governors promote a clear Christian vision which secures excellent relationships among all groups of the community, generating a strong sense of belonging to a family.
- Collective worship and RE make a strong contribution to pupils' spiritual, moral, social and cultural development.

#### Areas to improve

- Ensure that written activities in RE enable pupils to express their thoughts and ideas freely through the use of more extended pieces of writing.

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

The school's well-developed Christian character is shaped by a continuing emphasis on the practice of four key values – wisdom, hope, community and respect. These are supported by the seven 'St Luke's learning muscles', which all link to a familiar Bible story to which pupils readily relate. As a result all pupils have a positive attitude to learning. From very low starting points children make very good progress so that by the end of Key Stage 2 some are achieving above the national average. The school invests in high quality support staff, such as the inclusion manager, the learning mentor and parent support advisor, ensuring that pastoral care is exceptional. Systems and

programmes, including the promotion of emotional resilience, are robust and well-monitored so that a mobile, and sometimes vulnerable, population is effectively nurtured. This care contributes positively to the personal development and well-being of all learners and their families. As one parent observed 'this is a school where every child can'. For example, the practice of the value of hope encourages pupils to be aspirational and live life in all its fullness. Attendance is above the national average because all pupils and their families feel safe and included in the school's loving and welcoming learning environment.

The approach to behaviour in which pupils are 'caught being good' means they take responsibility for their behaviour and self-esteem is high. As a result behaviour is very good. The respect and courtesy shown to one another is a hallmark of the positive relationships across all groups in the school. This gives rise to a strong sense of belonging to a friendly community where everyone works together. For example, year groups are called 'teams', teachers work together and 'family' is a word used frequently by adults.

Extended school clubs are sometimes held in St Luke's church nearby. These support the broad and creative curriculum that includes Philosophy for Children. As a result pupils' social, moral, spiritual and cultural development is very good. They become reflective learners with a strong sense of right and wrong. Pupils are fully aware that Christianity is a multi-cultural world faith. They develop a high degree of understanding and respect for diversity and difference both within the church and in other faith communities. Their links with a Christian charity in Kenya contribute to this. RE is an important and intrinsic part of the curriculum and makes a strong contribution to the Christian character of the school.

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

Collective worship which is distinctively Christian is central to school life. The worship programme is well-planned and cohesive so that pupils develop a good understanding of the life of Jesus Christ which they can relate to their own lives. Through celebrating the major Christian festivals children learn about the liturgical calendar and develop an age-appropriate understanding of the Trinity. They consolidate their experience of Anglican traditions through established routines in church and teaching about the sacraments in RE. Worship is varied and led by a range of leaders which helps pupils to learn about the diversity within the Christian church. Spiritual development is strengthened through singing, prayer and reflection which are always a part of collective worship. Class-based worship which is regularly attended by the church staff is child-led and based on Bible study. Pupils are encouraged to ask questions in order to deepen their understanding of the Bible story which they will hear the next day in church worship. This makes a very strong contribution to pupils' spiritual and moral development. Parents speak about how children sing worship songs, write their own prayers at home and sometimes ask difficult questions about God. Worship has a clear impact upon adults in the school who say that it is uplifting and gives them a chance to explore their relationship with God. Prayer is an integral part of school life, starting and ending the day. Pupils' personal spirituality is developed through a range of experiences which includes a clear focus on the purpose of prayer, whatever their faith. Children of all faiths are encouraged to 'sit as they do when they pray' so that they can be together in prayer. The adoption of a school creed enables them to acknowledge God's love for all people. The pupil focus group, set up after the previous inspection to regularly evaluate worship, means that pupils now take a more active part in the delivery of worship. The link governor for collective worship and RE is very pro-active in the school and regularly monitors these areas. Her clear feedback to the governing body makes a major contribution to continuous improvement.

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

RE has a very high profile in the school. It has a significant impact upon the children's spiritual, moral, social and cultural development. RE teaching and pupils' work is regularly and rigorously monitored. As a result, the quality of teaching and learning is always good with some practice being outstanding. This was confirmed during the learning walk. Assessment procedures have been securely embedded and correlate with core subjects. Data shows that standards of attainment in RE are in line with, or above, national expectations and match with core subjects.

The introduction of the new scheme of work, an area for development from the previous inspection, has been well received. The scheme links closely with the Christian values of the school and complements the collective worship programme, reinforcing the Christian teaching.

The new subject leader has worked hard and passionately to ensure confidence in the delivery of RE. Book scrutiny, lesson observations and pupil focus groups inform the action plan. This is monitored monthly and adaptations are made as a result of this continuing evaluation. Peer observation, team teaching and termly RE in-service training also support improvements. The subject leader's presentations to the governing body about current developments mean that they are well-informed and able to hold the leadership to account.

Pupils have a sound knowledge of Christianity and Bible stories. The teaching of other world faiths, which pupils enjoy, is supported by visitors and a programme of visits to other faiths places of worship. Pupils say they are

inspired by the developing creative approach in RE. Floor books have successfully been introduced to record whole class activities such as drama, discussion and art work. However, an overuse of worksheets in pupils' individual books does not always allow them to develop their thoughts and ideas freely, in extended pieces of written work. Lessons are carefully planned so that pupils understand about religion and how it relates to their own lives. Reflection is well-embedded in all lessons. Cross-curricular links are strong. For example, Key Stage 2 pupils were able to apply their knowledge about the Easter story when they learned about Semana Santa in their Spanish classes. The school is well-resourced for RE with a range of age-appropriate Bibles that make Bible stories easily accessible.

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

The clear Christian vision, set out in the shared mission statement, is prominent on all documents, the school website and throughout the school environment. Everyone in the school community recognises that 'Learning and growing through the love of Christ' is what drives this school. School leaders, governors and clergy work closely together to ensure Christian values, which permeate all aspects of school life are readily articulated by everyone. These values shape the Christian character of the school and make a significant impact upon the achievement of pupils and the well-being of all. For example, School Sunday to which parents, children and staff are invited, every September, is very well attended. This helps parents and children of all faiths to recognise and appreciate the strong relationship between school and church.

Collective worship and RE meet statutory requirements. Rigorous monitoring systems and regular meetings with the senior leadership team (SLT) mean that the governors are well informed and understand the vision, values and priorities of the school. Self-evaluation accurately identifies strengths and focuses on raising standards that lead to improvement. Leaders listen carefully to the voices of pupils and parents so that developments are strategically planned to improve outcomes for children. As one parent said the school 'sees and believes through the eyes of the children'. Although the mobility of teachers and pupils is high, the school's Christian distinctiveness is maintained because induction procedures are robust. All staff attend courses to develop their professional practice which is carefully tracked. The new RE and worship subject leader has been very well supported by the SLT and the governors. Partnership with the diocese and other church schools means that good practice is shared and reflects on the school's Christian ethos. Pupils develop their leadership skills in many ways which enable them to become responsible citizens. Parental involvement is strong and they are engaged in their children's learning. St Luke's is a school which, by Christian love and compassion, effectively transforms the lives of its children.

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