



National Society Statutory Inspection of Anglican and Methodist Schools Report

St Luke's Church of England Voluntary Aided Primary School

Brancliffe Lane
Shireoaks, Worksop
S81 8PW

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Southwell and Nottingham

Local authority: Nottinghamshire

Dates of inspection: 11th November 2015

Date of last inspection: 23rd November 2010

School's unique reference number: 122793

Headteacher: Jeanette Dunn

Inspector's name and number: Jane Lewis 27

School context

St Luke's Primary School is a small school serving the community of Shireoaks. Currently, there are 120 pupils on roll who are almost all from a White British background. They are taught in five classes. The number of children with special educational or additional needs is below the national average. The school is renewing its links with the parish church and incumbent who is new to the parish and the school.

The distinctiveness and effectiveness of St Luke's as a Church of England school are good

- The focus on each child as a valued individual in this welcoming and worshipping Christian community, which develops positive attitudes amongst its pupils who grow into confident learners and achieve well
- The outstanding leadership of the religious education (RE) and collective worship coordinator which has brought about significant improvements since the last inspection
- RE that inspires and challenges pupils so that they are fully engaged in exploring the significance of faith and belief
- Collective worship that is central to the school day enabling all members of the school community to grow in their understanding of Christian faith and practices

Areas to improve

- To make explicit the Christian basis of school values in order that all members of the school community can articulate a Christian foundation to all the school is and does

- Further develop the role of stakeholders in evaluating the impact of St Luke's school to ensure the Christian distinctiveness is secure
- Increase opportunities for pupils spiritual development so that these become more explicit across the curriculum

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

Behaviour is good at St Luke's Church of England Primary School and positive relationships can be attributed to the Christian character of the school. Both in lessons and during unstructured times the pupils are polite and well behaved. They display Christian values of love and respect taking every opportunity they can to show kindness and generosity to one another and to those outside the school community. The schools 'Golden Expectations' provide a framework for these positive attitudes and actions. Pupils know these are there to guide everyone in how they should treat one another and to always do their best. However they currently make little connection between these expectations and Jesus's teachings. The level of love and care provided by all staff promote the very secure and safe environment in which children flourish. Consequently, pupils enjoy coming to school and attendance is good. Sensitive and professional interventions with vulnerable pupils effectively promote good progress. A pupil who has recently joined the school talked about the support she is receiving 'even just with a smile'. Data shows that both progress and attainment are at least good. This is because the school takes the approach of working with individual pupils and their families, tailoring and personalising the curriculum for them. An atmosphere of Christian wellbeing ensures the pupils have the confidence to share concerns about occasional bullying in the knowledge that appropriate action will be taken. They are actively encouraged to develop self- confidence. Pupils say how proud it makes them feel to share in the 'Fabulous Friday' assembly that celebrates the uniqueness of each individual - 'I can't stop smiling' said one pupil. Parents enjoy sharing these occasions. The school provides good opportunities to learn about and from other religions and cultures significantly improving pupils' cultural understanding and appreciation of diversity. Through a link with a school in The Gambia they are learning to both give and receive as 'they can teach us about how to be grateful for what we have'. Spiritual development is also good with opportunities for personal reflection integral to RE lessons and collective worship. Foundation stage children were asked to reflect on what the lit diva means for Hindus and what it might mean for them. Opportunities for spiritual development in other curriculum areas would enhance pupils' spiritual development further.

The impact of collective worship on the school community is good

Pupils look forward to the daily gathering of collective worship as it provides a place to 'relax and be quiet and think about God', indicating its importance in the life of the school. Pupils say that acts of worship in school and church help them to learn more about 'God and following Jesus'. Collective worship focussing on Remembrance Day enabled pupils to appreciate sacrifice and reconciliation. Pupils are fully engaged in distinctively Christian worship through a range of activities. These include singing both lively and quiet songs, responses, lighting a candle, story, reflection, and prayer. Pupils sometimes lead and prepare these activities. This gives them ownership and contributes to their understanding of Jesus Christ, the Trinity and special days. Worship is attended by pupils and staff and many parents attend for 'Fabulous Friday', highlighting the importance of worshipping and gathering as a school community. Children are enthusiastic about worship, are able to remember themes and stories and talk about how it made them feel and what it made them think about. Worship is well planned and resourced. It is evaluated through pupils' comments which inform its development. As yet there is no evaluation carried out with other stakeholders. Prayer is important in the life of the school with prayers being said in worship, at lunch time and at the end of the day. Pupils know there are different kinds of prayers and that prayer is a means of communicating with God because 'God can talk to thousands of people at a time because he is amazing'. Older pupils say that a blessing sung as everyone leaves collective worship helps them to know God is with

them as they return to class. The celebration of festivals is held in church making the building comfortable and accessible to all pupils and their families with an ongoing appreciation of Anglican tradition. The school is supported in the leadership of worship by the incumbent and visitors from another local church.

The effectiveness of the religious education is outstanding

Monitoring carried out by the effective and well informed coordinator shows that teaching in RE is never less than good and often outstanding. This was verified during the inspection. In a lesson on the theme of remembrance pupils learnt about and from Christianity as well as developing skills of reflection and enquiry. Pupils have a highly developed vocabulary which they use to good effect to describe aspects of faith, values and emotions. The curriculum is well planned and delivered in a way that pupils enjoy. Lessons are often vibrant and extremely well resourced as the subject has a very high profile in the school. RE teaching has developed reflective and articulate pupils who can relate aspects of religions to their own lives in a very meaningful way. They are encouraged to make connections with their learning in RE. When questioned as to what kind of gifts they could give that would not cost money pupils in years 1 and 2 related their responses to the parable of The Good Samaritan. RE lessons and RE focussed days have a real sense of awe and wonder especially when members of other religions visit the school. These days have brought about a good knowledge and understanding of other faiths. The impact from a recent visit by a member of the Hindu faith is tangible. Pupils can talk about why it matters to learn about and from her faith with one pupil saying 'it's just so important to learn what's important to other people as well as what is important to us'. An extremely efficient means of planning and assessment has been developed and progress is closely tracked and monitored. Pupils achieving below national expectations are targeted and receive additional support. Standards of attainment in RE are generally above national expectations by the end of each key stage. The coordinator is very committed to RE and attends appropriate training some of which is offered by the diocese. He is well supported by the headteacher.

The effectiveness of the leadership and management of the school as a church school is good

The school's Christian foundation is actively promoted by the dedication of the headteacher and staff and supported by the vision of clergy and foundation governors. This is welcomed by parents and pupils so that the Anglican foundation is celebrated and secure. Church and school share the vision that all children should be valued as children of God, motivating their drive for achievement for all. Parents are confident that the headteacher knows their children really well and treats them like her own. Indeed, she regards all of them as being individuals with 'needs and joys of their own'. Parents know that all staff will do all they can to support their children as individuals. They go on to say that children enjoy coming to school and they learn how to support and care for one another and that they enjoy that responsibility. The chair of governors is clear that decisions taken by the governing body are driven by the Christian ethos. However there is no structured evaluation of Christian distinctiveness. Areas from the last inspection have been addressed. Clear priorities, including the involvement of all stakeholders in self - evaluation have been identified for future action. School, church and community links are strong. The church is seen by many as an extension of the school and they know that the vicar is there for them 'when it counts'. This raises the school's profile and shows how church and school work closely together. Arrangements for RE and collective worship meet statutory requirements. In all these ways, the school is working hard to reflect its Christian foundation through its commitment to serving the children of Shireoaks and their families.

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