

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Luke's Church of England Aided Primary School			
Address	Park Street South, Wolverhampton, WV2 3AE		
Date of inspection	14 November 2019	Status of school	Voluntary aided primary
Diocese	Lichfield	URN	I04231

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	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

St Luke's Church of England Aided Primary School is a primary school with 420 full time and 60 part-time pupils. The proportion of pupils from ethnic minority groups is significantly higher than the national average with pupils identifying from thirteen different minority ethnic groups. The proportion of pupils who speak English as an additional language is significantly higher than the national average. 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 above national averages. A significant number of pupils have a Sikh heritage.

The school's Christian vision

Through our Christian Values we will **ASPIRE** to be more like Jesus, **BELIEVE** all as having equal worth and dignity in God's eyes and help all our children to **ACHIEVE** their God-given potential.
'we can do all things through Christ who strengthens us' Philippians 4:13.

Key findings

- Leaders know every aspect of their school and have infused the school with a deeply Christian vision, ethos and direction that ensures all adults and pupils flourish.
- Leaders including governors and pupils have been courageous and taken bold actions to create a safe environment, establishing a culture where stereotypes, injustice and inequality are not accepted but actively and rigorously challenged.
- The celebration of diversity and the inclusive nature of this school is exceptional and creates pupils that are courageous advocates who enhance the lives of adults and the local community.
- Collective worship is unswervingly inclusive, invitational and inspirational with Christ at its centre. It shapes the nature of conversation and interactions and is therefore celebrated as the heartbeat of the school by pupils and adults.
- Religious education is a pivotal subject in the school and celebrates the diverse multicultural nature of this community. It is well resourced and innovatively planned which leads to excellent pupil engagement and spiritual development.

Areas for development

- Engage with Church school networks at a national level to develop and disseminate excellent practice.
- Develop induction processes for all new stakeholders joining the school to immerse them in the distinctively Christian vision and values of this Church school.

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

Leaders at St Luke's have expertly infused the whole school with their vision based on 'We can do all things through Christ who strengthens us.' Philippians 4:13. The school motto of *Aspire, Believe, Achieve* is the solid foundation that is skilfully built upon to give an innovative and inspiring experience for pupils and adults. The local community it serves is diverse in all aspects. The headteacher has fearlessly promoted the school's Christian character to support inclusion and ensure there is opportunity for all. A parent stated that: 'Pupils at this school know they can achieve anything.'

Leaders have appointed an exceptional pastoral staff team who offer an open-door approach which enables pupils and parents alike to feel comfortable and at ease. This team apply the policies that are built on the school vision as their foundation with sensitivity and rigour in equal measure. Therefore, the school is recognised as a centre of reconciliation and support by its local community. The headteacher has given parents a voice and made them feel valued as members of this Church school. The large number of alternative approaches such as Lego therapy and the community sewing group embody the links between school, pupils and parents. Therefore, parents feel highly supported by the school and explain that staff always go beyond their expectations in their care for pupils and their families. This leads to pupils aspiring to be the best they can be, believing in themselves and excelling in their next stages of education, not just as pupils but as citizens of the future.

Staff feel supported in terms of their wellbeing and the resources that they have at their disposal to ensure that adults and pupils flourish. The wellbeing group and the family ethos that pervades the school leads to very low staff mobility and a shared culture of care for all that is tangible on entry. Induction processes refer to the Christian ethos and vision but are an area that can be further enhanced. Ensuring that all new stakeholders joining the community are immersed in what makes this an excellent school. Governors ensure that standards are high through exceptionally rigorous monitoring systems. Pupils are at the heart of every decision made by governors and the vision and values are used as their guiding principles. This ensures that barriers to inclusion that might limit the life chances of pupils are significantly reduced.

A genuine understanding of the locality of the school has been used by the headteacher and her team to actively enable pupils to become spiritually aware and explore ethical dimensions across the curriculum. RE has a high status and is taught and assessed with the same rigour as other academic subjects. Topics in RE focus on Sikh and Islamic traditions alongside Christianity. Visits to local churches, gurdwaras and mosques all provide rich learning experiences for the pupils. In the wider curriculum, geography lessons enable pupils to explain why the Christ the Redeemer statue in Brazil demonstrated Christ's sacrifice and love for all people. This deep level of engagement gives rise to pupil progress that is above national averages where there is little or no difference in the progress of pupils who are disadvantaged and those who are not. Pupils take great pride in their work and are confident advocates of their own learning. It is evident from pupils' work books that confident teachers deliver well planned lessons allowing curiosity and spontaneity of questioning to be developed and exploring issues at a spiritual level. The Rainbow Rules and the range of 'Me' awards ensure attendance rates are above national expectations and behaviour is excellent at all times. Break times are happy and energetic moments enriched by wide ranging experiences that meet the needs of every pupil and are enhanced by the excellent facilities that are housed within the school. Cases of bullying are extremely rare. A pupil explained: 'The Rainbow Rules help you to reflect on your behaviour. This makes me feel closer to God.'

Collective worship is an excellent expression of St Luke's vision and context, it is inspiring, invitational and inclusive. Pupils confidently plan and lead acts of worship and regularly evaluate its quality stating: 'Collective worship is the beating heart of our school, we love it.' Bible stories and Anglican traditions drive this planning supported by the vicar and local church community that is based within the school. The use of Old and New Testament teachings are woven through the curriculum and linked to the school values. An example of this is where older pupils examine the concept of what an aspirational saviour would be to them. They then contrasted this with teachings from Isaiah and Jeremiah about the coming of Jesus Christ. Pupils' engagement with prayer and reflection impacts on the wider local community with parents explaining that theological conversations at home are triggered by activities in school. Individual and group prayers are written and shared regularly by pupils and they value this. Prayers are often linked to bigger issues that offer pupils opportunities to challenge injustice

and inequality as courageous advocates. An example of this is the school's links to the 'The Well' food bank and internationally with Christian Aid. Pupils can articulate how these projects address disadvantage and deprivation and why their support and prayer for such agents of change is important.

Innovative practice demonstrated in class spiritual journals and 'Flippin Praise' incorporate the pupils' and adults' personal faith backgrounds in examining distinctively Christian themes. Pupils describe with maturity and considerable insight how messages stay with them, with pupils having a very secure knowledge of the Father, Son and Holy Spirit and the significance of the Eucharistic service. The school fosters excellent relationships with other local schools and is a training base for a range of programmes. However, previous national links have not been sustained and therefore further engagement with Church schools at a national level to disseminate its excellent practice is required.

RE lessons are a safe space for pupils to explore their own religious, spiritual and philosophical convictions. Pupils have significant opportunities to engage in dialogue with a range of religions and worldviews. The curriculum celebrates the diverse nature of this community and, through innovative practice, challenges stereotypes. The passion with which pupils feel this was captured in the comment, 'We don't just talk about stereotypes in RE, we smash them.'

The vision and values of this diverse Christian community are lived out in all aspects of school life. This enables all to flourish. The school is well placed to continue to allow pupils and adults to aspire, believe and achieve through Christ who strengthens them.



The effectiveness of RE is Excellent

The quality of teaching and learning in RE is consistently good and much is outstanding. Regular, robust and consistent monitoring demonstrates this. From their starting points all pupils are performing above or at least in line with core subjects in RE within the school. Vulnerable pupils and those who have additional needs or are high ability flourish academically in RE.

Headteacher	Alison Grennan
Inspector's name and number	Tom Hutchinson
Quality assurance	Lyn Field 151