

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Luke's Church of England Primary School

Address	Morley Street, Bury, Lancashire, BL9 9JQ		
Date of inspection	29 November 2018	Status of school	Voluntary controlled
Diocese	Manchester	URN	133944

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

School context

St Luke's is a primary school with 489 pupils on roll. The school has a very high level of religious and cultural diversity and a large majority of pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is in line with national averages. The headteacher was appointed to the school in 2015 and is a local leader of education.

The school's Christian vision

St Luke's, through its church values and inclusive vision, celebrates diversity and difference and nurtures children's academic, emotional and spiritual growth. Through the teachings of Christ we promote love, forgiveness, compassion, patience, trust, thankfulness, friendship.
Our St Luke's family, circle of strength, whatever the faith: joined in love, kept by God.

Key findings

- Leaders very effectively ensure that the school's clear Christian vision underpins all policy and practice and creates a supportive, family atmosphere in which all flourish.
- Diversity and difference are actively celebrated so that all are accorded dignity and respect.
- Well-developed and fruitful links with local churches and the diocese support the implementation of the school's Christian vision.
- The school works hard to identify and support vulnerable pupils ensuring that all are able to make good progress from their starting points.
- Religious education (RE) and collective worship make a significant contribution to pupils' spiritual development and to the respectful, compassionate ethos of the school.

Areas for development

- Develop the strategic role of governors in the monitoring and evaluation of St Luke's so that they have an accurate view of the school as a Church school and can plan its future development.
- Promote pupils' knowledge and understanding of global issues to enable them to become increasingly courageous advocates for change.
- Enable pupils to have a more active role in the planning, leading and evaluation of collective worship in order to further promote their spiritual development.

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

The inclusive Christian vision, together with the headteacher's passionate advocacy of respect for diversity and difference have created a harmonious school community where all feel loved and nurtured. Pupils and staff of all faiths and none, work and worship together in an atmosphere of mutual support and understanding. The recently-appointed chair of governors, who is a former pupil and local councillor, feels that the school is 'at the heart of the community' and has helped local Muslim and Christian families to understand that 'there is more that unites us than divides us'. He provides an excellent role model for pupils and encourages them to aim high and aspire to make a difference.

The headteacher is determined that prejudicial behaviour and language should have no place in the school. She ensured the recent introduction of the Rainbow Flag Award scheme, which included addressing the concerns of some parents. She regards it as an important aspect of the Church of England's and the school's vision that all are treated with dignity and respect, regardless of sexual orientation. All pupils, staff and parents welcome the recent introduction of restorative justice techniques, which enable the values of forgiveness and reconciliation to be practised on a daily basis. One child commented '... it gives us a chance to apologise and make things right.' Data is already beginning to show a reduction in instances of low-level behavioural issues.

Policy and practice are consistently based on the school's Christian vision. Senior leaders are relentless in identifying and supporting pupils who may be vulnerable as a result of their socio-economic background, special educational needs or home circumstances. As a result rates of attendance are improving and all groups of pupils, including the disadvantaged make at least good progress from their starting points. Priority is given to promoting the mental health and wellbeing of pupils and staff. Pupils are strongly supported with initiatives such as Wild Tribe, the Jigsaw programme and the Bluebell Room helping vulnerable pupils to make progress at least as good as that of others. Senior leaders mitigate the impact of staff workload, for example through amendments to the marking policy. Staff successes both in school and outside are recognised and celebrated and as a result staff feel valued and supported, describing the school as 'one big family'. A governor commented that staff 'believe in and embody the values of the school.' Staff development, including for leadership in a church school, is taken seriously and several staff have been promoted internally in recent years.

The school has good links with the diocese, which enable pupils to feel a sense of belonging to a wider church family. Pupils are regularly active in supporting local and national charities, for example, Macmillan, Children in Need and the Grenfell Tower Appeal, leading to an awareness of and compassion for the needs of others. Their knowledge and understanding of wider global issues is less well developed. The Eco Warriors raise awareness of environmental issues and there have been instances of support for causes such as the Refugee Crisis Foundation, but the school's context gives it much greater scope for thinking globally.

The governing body is very supportive of the school and includes representatives from several local congregations. As a result links with local churches are mutually beneficial. Pupils visit St Peter's church for major festivals and for special events such as Experience Easter, giving pupils some insight into Anglican liturgy and practice. Clergy and lay church members also visit the school to lead collective worship on a regular basis. Although well-informed about school policy and practice, governors are not currently involved in the systematic monitoring and evaluation of the effectiveness of the school as a Church school. As a result they are somewhat uncertain about its strength and weaknesses.

The inclusive, invitational nature of collective worship clearly reflects the school's vision. All pupils and staff, whatever their faith, worship together, being invited to pray as one pupil put it '...how we feel comfortable.' Pupils enthusiastically volunteer to participate in worship and to offer spontaneous prayers. They welcome the opportunity provided during collective worship and in classroom prayer corners to pray and reflect. One explained that, 'Prayer helps me to be calm.'; whereas another valued collective worship because '... we get to answer questions and think... more thoroughly'. Worship, planned around major festivals and the school's values, is delivered by a range of staff and visitors, using a variety of styles. Pupils are able to explain how stories from the Bible, for example, The Prodigal Son and The Good Samaritan, show the importance of demonstrating forgiveness and compassion in their own lives. Opportunities for pupils to be involved in planning, leading and

evaluating collective worship are limited.

There have been significant changes in the teaching of RE during the last year with a new curriculum introduced and a new RE leader appointed. The RE leader has received appropriate training and support and is enthusiastic about her new role. She believes that the new curriculum has already had a very positive impact on pupil attitudes towards RE and this is evident in lessons, with pupils keen to reflect on and discuss their opinions. Books show that pupils are developing a good understanding of Christianity and other world faiths and their impact on society and culture. Statutory obligations are met for both collective worship and RE.

Parents are very supportive of the school and some have continued to bring their children to St Luke's even after moving out of the immediate area. They feel that the school really values every child and does its best to meet their individual needs and develop their unique talents. They appreciate the work the school has done to integrate pupils of different faiths. The school's Eid parties, attended by pupils, staff and parents of all faiths, are clearly a highlight of the year. According to one parent the school enables pupils to move on to high school 'brimming with confidence'.

Headteacher	Melanie Michael
Inspector's name and number	Carolyn Whiteway 933