

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Luke's Church of England Primary School

Address	Ruscoe Road, Canning Town, London, E16 1JB		
Date of inspection	3/4/2019	Status of school	VA primary
Diocese	Chelmsford	URN	102766

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

School context

St Luke's is a primary school with 196 pupils on roll and 23 pupils in the nursery. The majority of pupils are of Black African Caribbean heritage. Most 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 also in line with national averages. The headteacher has been in post since 2016, leading a teaching team consisting of many newly qualified teachers and recently qualified teachers.

The school's Christian vision

We are a Christian school that serves a diverse community and works in partnership with parents to develop the whole child. Our core Christian values are perseverance, trust, forgiveness, respect and compassion.

Key findings

- A biblically rooted set of Christian values is understood and lived out across the school community which impacts very positively on behaviour and attitudes. The vision is evident in the inclusion which permeates all areas of school life but this is not rooted within a clear understanding of theology.
- There are effective strategies in place to support and nurture all pupils, especially the most vulnerable, regardless of the cost which this incurs. This reflects the belief that every individual is made in the image of God and that diversity must be celebrated.
- Pupils have a passion for positive choices which help others, including through social action. They do not always understand the ways in which this is underpinned by moral and ethical considerations.
- Relationships are characterised by forgiveness and reconciliation. Good support for mental health and wellbeing contributes well to positive relationships across the school.
- Religious education (RE) and collective worship provide important space for personal reflection on the person of Jesus and life's big questions about meaning and purpose.

Areas for development

- Ensure that the school's vision is clearly linked to theological principles in ways which can be articulated and lived out by all stakeholders and which enables a clear expression of the school's Christian foundation.
- Develop a shared approach to spiritual development, including to prayer, in order to deepen pupils' understanding of spiritual and ethical issues.
- Create systems for developmental marking in RE which extend pupils' progress and deepen their understanding.

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 life of St Luke's is characterised by its inclusion and its celebration of diversity, both of which lie at the heart of its vision. This means that all pupils are valued and that school leaders provide well focused individualised support especially for the school's most vulnerable pupils. Although this vision is not rooted in a clear theology, a set of Christian values with clear biblical underpinning drive the actions and attitudes of everyone in the school community. These values are led and modelled by school leaders and the staff team especially in the pastoral care of families and their children. Wider partnerships, including with the local church and the wider community, extend the living out of the values of compassion and respect beyond the school curriculum. Projects which exemplify this include a litter collection prompted by a very active eco-council and support for the homeless. Parents said that these actions are 'a sign of compassion' in their community. Governors have been involved in setting the vision and values of the school. There are firm plans in place to ensure that they monitor their effectiveness, in particular for the embedding of an explicit theology for the vision within policy and practice. School leaders ensure that statutory requirements for RE and collective worship are met. Their partnership with the Diocese has supported the development of RE and Christian distinctiveness well.

The school's 'Awesome' curriculum has been designed to meet the needs of the pupils in their specific context. It encourages enquiry and makes links to real life, encouraging pupils to develop positive attitudes in line with their values and the underlying vision. This, in turn, creates a learning environment which enables all pupils to flourish. Attainment has been rising steadily for the past three years and is above national averages. However, progress measures are below national averages due to historically high Key Stage 1 data for pupils currently in upper Key Stage 2. As an expression of the school's Christian service to its community, the progress of vulnerable pupils is improving. This is often costly to the school in terms of school resources but is seen as living out its value of compassion, of seeing a need and taking action to meet it. The spiritual development of the community is supported through opportunities for quiet and reflection. This happens within worship and in considering the big questions of life, both within RE and through the wider 'Awesome' curriculum. However, the school does not currently have a shared understanding of spiritual development and does not offer regular opportunities for personal prayer within the school.

School leaders have ensured that the school's values of perseverance and forgiveness build resilience in all pupils. By developing a strong behaviour policy based on positive principles, pupils understand that they can make mistakes but that they must trust and forgive others in order to 'embody' the values. Pupils can explain what this means in relation to Jesus, for example that forgiveness is important because 'Jesus showed this on the cross so that people can be closer to God'. Partnerships with parents, as stated in the school's vision, are a key part of establishing good behaviour and good relationships. The parents of pupils who have SEND talk about how much their children have grown in confidence through the nurture which flows from the school's inclusive vision. The context of the school is such that the mental health of whole community is an area which has seen much investment and improvement. Partnerships with outside agencies are very effective. Staff help pupils to work through zones of regulation which help pupils to judge and to modify their own feelings and behaviour. This is one example of positive strategies which contribute to improved mental health. Staff members speak of 'wanting St Luke's to be a safe space for pupils' and their nurture contributes to this.

Diversity is a significant and embedded thread within the school's vision. This is reflected within the curriculum beyond where 'many opportunities but not all the same' are offered to suit the individual. This means that everyone is celebrated for who they are, including the staff, one of whom said, 'We feel very, very valued'. It is evident across the everyday life of the school that mutual respect is a lived reality as one of the school's values. Part of recent curriculum development has been the strengthening of personal, social and relationships education. One member of staff said, 'We are all God's children but we are all different'. Pupils and adults exemplify this in all that do for each other especially when things go wrong, when justice and forgiveness are guiding principles in resolving sensitive situations.

Collective worship has been a focus of the development of the school since the previous denominational inspection. It has been an important means of embedding the school's values within the teaching of Jesus and the example which he sets. School leaders plan worship which invites pupils to learn more about how the Bible can guide their

behaviour and attitudes. School and church leaders have worked together to ensure that pupils and staff have the positive and enriching experiences of praise, worship and reflection. As the school building is the church, including a church office and a chapel, there is a lived partnership in the lives of both communities. Pupils in the worship team have increasing opportunities to lead the different parts of worship with ongoing plans to extend planning and monitoring roles. Prayer is invitational and pupils contribute to this aspect of collective worship although it is not a regular feature of the wider life of the school.

The RE curriculum reflects the vision of the school in terms of its focus on Christianity and its inclusion of religious diversity. Parents, many of whom are Christian, said that it is important to them that the school embraces all religions and diverse cultures. The introduction of 'Understanding Christianity' resources has deepened pupils' thinking about the key concepts of Christianity. This is evident in written outcomes, in teaching, in the school environment and when speaking with pupils. They can discuss their ideas showing the respect that is expected as one of the school's values. RE creates a safe space in which pupils can both agree and disagree with others. They understand that RE is about similarities and differences and how, for some people, faith is a help in their everyday lives. Their own social action demonstrates the idea of love in action but does not always show an understanding of deeper ethical and moral motivations.



The effectiveness of RE is Good

The expectations for teaching and learning are consistently high. The recently revised syllabus, in particular 'Understanding Christianity', has ensured that questioning across the school is of a high standard. There has been an increase in the ways in which pupils enquire and explore within RE. A range of strategies are used by teachers, including learning walls and creative activities. This means that pupils enjoy their RE and can talk about the big questions which are presented to them. Support is offered to pupils with particular needs, including an extra challenge for the more able in some lessons. As a result, outcomes are in line with the expectations of the syllabus and in line with similar subjects. However, pupils are not offered clear direction in terms of how to make the next steps in their learning.

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