



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St. Luke's Church of England Voluntary Controlled Primary School

Spire Hollin
Glossop
SK13 7BS

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Derby

Local authority: Derbyshire

Dates of inspection: 1st October 2015

Date of last inspection: 28th January 2010

School's unique reference number: 112817

Headteacher: Alice Littlehailes

Inspector's name and number: Louise Patterson (310)

School context

St. Luke's is an average sized primary school situated in a town where the majority of primary schools are church schools. It is a well-established school with a below average number of pupils on free school meals. There are few pupils with additional needs. The current head teacher has been in post for five years. The school is within walking distance of the church.

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

- Christian nurture is clearly evident resulting in pupils who are very well cared for and behave well. They are developing into articulate young people who are able to discuss a range of issues.
- A deeply embedded Christian ethos enhances positive values and attitudes to teaching and learning resulting in high pupil academic achievement which is supported by the care, respect and compassion demonstrated on a daily basis.
- Christian service and respect are displayed in the relationships between staff and learners, among learners, between staff and in the wider community recognising the unique gifts in every individual.
- Good acts of worship, where pupils and staff can develop spiritually, are in evidence.

Areas to improve

- Introduce an ongoing, structured approach to self-evaluation of the distinctiveness and effectiveness of St. Luke's as a church school to inform future developments.
- Place more emphasis on the involvement of pupils in the planning and delivery of worship, along with the introduction of elements of Anglican liturgy so as to enrich the Anglican life of the school.
- Introduce information into public documentation to reflect the good practice and importance placed on collective worship.

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

The ethos of the school, quality of relationships and the treatment of every child as an individual make it very clear that the life and work of the school is firmly grounded in Christian values. Christian values are being lived out on a daily basis and have a positive impact on the whole school community. This is clearly manifest in such areas as the quality of care and respect for each other, the behaviour of pupils and high quality classroom practice. Pupils are able to articulate to a degree what it means for them to go to a church school, saying such things as, 'we go to church to celebrate' and 'it's on our badge'. Data confirms that pupil attainment is now generally above national averages, which is a reflection of the focussed support for children of all abilities and the teachers' commitment to the school as a supportive Christian institution. These and non-academic achievements, like attendance, are celebrated in a range of ways which both pupils and parents greatly appreciate. Parents agreed that the school 'really concentrates on the positives'. There is a recurring theme throughout with parents, pupils, staff, governors and clergy all feeling that there is now a really uplifting and positive ethos underpinned by the school's Christian foundation. Pupils say that they enjoy coming to school and that they feel very safe and well cared for, as a result attendance is above average. Pupils and staff work hard to contribute to a wide range of charities both local and global. Religious education (RE) is recognised as making a contribution to the distinctiveness of the school as a Christian community. The teaching and learning which takes place is judged internally as good. The recently introduced RE Weeks, which have included visits to a range of places of worship, have added not only to increased interest from pupils but also from staff. Pupils visit the church to celebrate the major festivals and for RE lessons as appropriate. These visits are having a positive impact on the spiritual development of pupils and their deeper understanding of Christianity as a living faith. Parents speak highly of the school as a church school. They say such things as 'I feel that my child is in safe hands', 'we come here because it is a good church school' and 'my child has an understanding of faith as a concept'. They say that they are kept well informed about their child and school events, saying that there is 'truly an open door policy'.

The impact of collective worship on the school community is good.

Worship clearly plays an important part in the life of the school which has a positive impact on the lives and work of both staff and pupils. There are opportunities for the development of the spiritual dimension such as prayers and periods of quiet reflection being clearly in evidence. Biblical teaching and story is often used to good effect enabling pupils and staff to relate the themes to their own lives. There is currently no use of Anglican liturgy within the worship. There is a clear understanding that the teachings of Jesus can be lived out through caring relationships, good behaviour and mutual respect. Pupils and staff are generally engaged in the worship and many seem to enjoy the experience. Pupils commented that they enjoy worship on the whole, especially when they get chance to be involved. They commented that they would like to be more involved in the worship within school right from the planning stages through to delivery. Currently, pupils do get opportunities to deliver worship in groups if they request to do so. These opportunities have only been taken up by a small minority of pupils. The concept of the Trinity was undertaken by a group of Year 6 pupils with some success. Pupils enjoy and take pride in the opportunities to lead prayers and take an active part in worship. Prayer is a daily feature of the school being said at lunch time and in worship. Some classes pray at the end of the day. Christian worship themes are well planned by the head teacher using a combination of SEAL (Social and Emotional Aspects of Learning) themes and the liturgical calendar. The result of a questionnaire about worship which was given to the education department of the school parliament was generally positive. All staff deliver worship and there is an appropriate balance of whole school and mixed age gathering. Local clergy deliver worship on a regular basis which is enjoyed by all involved. Parents welcome and speak positively about opportunities to be involved in worship. The good practice in worship is not reflected in public documentation.

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

The enthusiasm and commitment of the Christian leadership and management provided by the headteacher and governors contributes significantly to the success of this church school. The Christian vision of the school is promoted to good effect through the quality of the relationships, elements of the website and prospectus and parts of the school badge. This vision is clearly in evidence on a day to day basis. However, the aims and objectives of the school do not reflect this Christian distinctiveness. There is a very good team spirit with staff being actively part of the church school ethos. Adults within the school are good role models and provide inspiration for the high expectations of behaviour, care and respect for the individual, which are all significant characteristics of St. Luke's School. There are very strong, mutually supportive links with the local parish through a range of parish employees. The local parish provides good support for the school both practically and spiritually. There is a desire on both sides that this relationship will continue to flourish and develop even further. There are strong and productive links with the diocese which are greatly appreciated by the school leadership. Relationships with parents and the wider community are very good: parents commented 'the school is very approachable', 'it is giving a very positive experience to my child' and 'it's a real family school'. Pupils say that they have an effective voice within the school with the School Parliament and all its various departments. The areas for development which the school has highlighted are mainly focused on RE. The RE within the school is currently being co-ordinated by an inspirational member of staff with a clear vision who has already made a significant impact on the subject within the school. There has been significant progress made in one of the key issues from the previous denominational inspection and limited progress in another. The third key issue remains. The school meets the statutory requirements in both RE and collective worship. The very good leadership, supported by members of the local church, governors and the diocese, is very well placed to move the school forward building on its Christian foundation. However, there is a need for a structured approach to reviewing the effectiveness and distinctiveness of St. Luke's as a church school monitored by foundation governors. These factors, alongside a staff who are committed to creating the best learning outcomes for pupils, will enable the school to continue its journey towards becoming an outstanding church school.

SIAMS report October 2015 St. Luke's Church of England (VC) Primary School, Glossop SK13 7BS