



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### St Luke's Church of England Primary School

Bemister Road

Winton

Bournemouth

BH9 1LG

**Predecessor school SIAS grade: Outstanding**

**Current SIAMS grade: Outstanding**

**Diocese: Winchester**

Local authority: N/A

Date of inspection: 11 February 2016

Date of last inspection in predecessor school: March 2011

School's unique reference number: 142103

Headteacher: Mark Saxby

Inspector's name and number: Chris Williamson 290

#### School context

St Luke's Church of England Primary School is a split site school with 430 children on roll. Children attend from the local area. 12% of the children have Special Educational Needs, 31% are from ethnic minority groups, 12% receive pupil premium funding and 13% have English as an additional language. There have been a significant number of changes in the governing body since the last inspection. In July 2015 the school became part of the Ocean Learning Trust, a Multi Academy Trust of which the diocese forms the majority of the trustees.

#### The distinctiveness and effectiveness of St Luke's Primary School as a Church of England school are outstanding

- Christian values permeate all aspects of school life, making a significant contribution to children's personal development and academic achievement
- Collective worship has a significant impact on children's understanding of how Christian values and Bible stories relate to the school's core values and children's daily lives
- The enquiry based approach to the teaching of RE enables children to develop and apply a wide range of learning skills
- The commitment of the school leadership to continuously improve the school as a church school

#### Areas to improve

- To formalise the systems of church school self evaluation so that they become an integral part of the school improvement cycle
- To enhance children's spiritual growth by increasing the opportunities for children's

prayers and for reflection in collective worship

- To develop further the monitoring and evaluation of collective worship to include the evaluation of the impact of worship on children's lives
- To continue to develop a marking policy which includes a more structured approach to giving children explicit feedback on how they can improve their work in RE

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

The school's values of acceptance, forgiveness and responsibility are distinctively and explicitly Christian and permeate the life of the school. These values are deeply embedded and have a significant impact on children's personal development and well being. Children speak readily about the Christian characteristics of the school's values. They also make an important contribution to children's academic achievement. Children make very good academic progress. This has been above the national average for the last two years. Every child is valued as a unique individual loved by God. This inspires the school to place a significant emphasis on providing effective pastoral care and learning support, especially for those children with additional needs. For example the school's approach to instances of bullying has the school's core values at its heart. The school's approach to attendance, which is slightly above the national average, is also informed by its Christian values. Children's behaviour is good. Most children can explain the link between their everyday actions and Christian teaching, often referring to examples from collective worship. Children have an excellent understanding and respect for cultural diversity and difference as well as for other faiths. This respect and understanding is particularly promoted through collective worship. However children's formal learning about Christianity as a multi cultural world faith is limited until they explore the lives of Christians in other countries through their work in religious education (RE) in Year 6. The school rightly recognises the need to develop all children's understanding of Christianity as a global and multi cultural faith. Children feel safe and secure in school. Children have a wide range of opportunities in which they express their thoughts, feelings and opinions. These opportunities enable children to explore and develop their own spirituality, particularly in RE. RE also makes a significant contribution to children's moral, social and cultural development and enhances children's understanding of the Christian character of the school.

### **The impact of collective worship on the school community is outstanding**

Collective worship is regarded as important in the life of the school and has a significant impact on children's personal spirituality as well as on relationships in the school. Children enjoy collective worship, particularly when they have opportunities to participate. Collective worship is distinctively Christian and the theme for each week is underpinned by the core values of the school. Biblical material is used regularly and children can relate the key messages in worship to their own daily lives as well as to the school's core values. Worship provides children with regular opportunities to engage in experiences which develop their personal spirituality. Children understand the value of prayer and children's own prayers are used in class based worship and at other times in the day. The school rightly recognises the need to enrich children's personal spirituality by using children's prayers in whole school worship as well as by providing opportunities for reflection in collective worship. Collective worship is carefully planned to enable children to develop a good understanding of Christianity. Children have an awareness of God as Father, Son and Holy Spirit. Children develop a good understanding of Anglican practice through collective worship and through their visits to two local churches to celebrate Christmas and Easter. Two Anglican clergy regularly lead worship in school. Worship leaders from other churches, for example the Salvation Army, broaden children's understanding of different Christian traditions. In the class based worship observed, children were confident in planning and leading the worship which included an opportunity to reflect on the theme of the week and apply the messages learnt in a meaningful and purposeful way. Children were totally engaged. Collective worship is monitored by a governor who provides

feedback to the governing body. The headteacher provides informal feedback to worship leaders. The school rightly recognises the need to refine its monitoring and evaluation procedures to include an evaluation of the impact of worship on the daily lives of the children, enabling improvements to be identified.

### **The effectiveness of the religious education is outstanding**

Overall standards of attainment in religious education (RE) at the end of each key stage are higher than in the core subjects. Children enjoy RE and make excellent progress. Lesson observations of RE during the inspection confirmed that teaching is at least good in Key Stage 1 and outstanding in Key Stage 2. Children benefit from a wide range of learning activities which they enjoy. The school has focused on developing the use of 'big questions' which has raised children's interest and understanding in RE. This has enhanced children's learning about religions, particularly in Key Stage 2. This approach also has a significant impact on children's ability to reflect on issues in RE. Children's ability to express their views and develop their personal spirituality is also very well developed by the school's use of the philosophy for children (P4C) scheme. The school rightly recognises the need to involve class teachers in observation of RE lessons to promote a shared understanding of children's RE skills and knowledge. The school adapts the 'Discovery RE' scheme of work for their RE curriculum which is based on Bournemouth's agreed syllabus, 'EnquiRE Within'. Christianity is the main religion studied in each year group and children's understanding of Christianity is very good. Children's learning is enhanced by visits to two local churches. The school has rightly identified the need to enhance children's learning about other faiths by visits to places of worship and by visits from representatives from other faith communities. Since the last inspection the school has developed its use of assessment to enhance children's learning, for example through the use of success criteria and through the use of key questions. The school has now rightly identified the need to provide a more structured approach to giving children explicit feedback on how they can improve. RE is well led. The coordinator provides detailed plans which meet the needs of all the children. RE is monitored and evaluated and this leads to improvements which impact on the children.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

An explicitly Christian vision is shared with all members of the school community and underpins the life of the school. The school has worked hard to ensure that all stakeholders understand the distinctively Christian nature of the school's core values of acceptance, forgiveness and responsibility. Leaders and managers clearly articulate the impact of the school's Christian vision on both the lives of the children and on the life of the school. Since the last inspection the school has developed its systems of monitoring and evaluation and this has led to improvements being made, for example in RE. Feedback has also been gained from staff, governors and children about the school's core Christian values. This has enabled leaders to develop a good understanding of the impact of the school's Christian distinctiveness. The school has yet to formalise its systems of monitoring and evaluation specifically as a church school so that they become an integral part of the school's regular cycle of school improvement. The school rightly recognises the benefit of developing these systems in collaboration with the other church schools in the Ocean Learning Trust. The governors work effectively and provide a sufficient level of challenge to the leadership of the school. The professional development of staff is planned strategically. In particular, effective use is made of opportunities for staff to develop an understanding of leadership in a church school. The leadership of RE is given very good support, enabling continuous improvement in the quality of RE teaching and learning. The school meets the statutory requirements for collective worship and RE. The school works closely with parents, who are very supportive of the school. The school also enjoys productive links with a variety of local churches. Children's understanding of diverse communities is developed through the curriculum and through their support for

charities.

SIAMS report February 2016 St Luke's Church of England Primary School, Bemister Road, Bournemouth  
BH9 1LG