



# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

## St Luke's Church of England First School

Address Plymouth Road, Southcrest, Redditch, Worcestershire, B97 4NU

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish

**Overall grade**

**Requires Improvement**

**The impact of collective worship**

**Good**

### School's vision

Our vision is for children to love their self, their neighbours and their community through respect, responsibility and compassion. We prepare them academically, socially and emotionally to be able to flourish and thrive. Our curriculum is underpinned by our values of hope, trust, forgiveness, resilience, justice and humility.

### Key findings

- The focus on the school's selected Christian values ensures that pupils gain a depth of understanding of each one and its relevance in their lives; however, the links with the Christian vision are not articulated by the school community. Consequently, it has a limited impact on the life of the school.
- Relationships within the school are extremely positive and adults provide good role models for the children in their care. Parents value the school's family atmosphere and appreciate the approachability of staff.
- Strong, well-developed links with local churches retain the Christian profile of the school, bringing pupils a clear understanding of Christianity in practice.
- Monitoring of the school as a church school is underdeveloped and leaders are beginning to address this.
- Although the importance of prayer and reflection is recognised by all, opportunities beyond collective worship are limited. Consequently, understanding of spirituality is limited.
- There is a strong focus on the wellbeing of everyone in the school community. As a result, the personal development and behaviour of pupils is good, contributing to improved learning.

### Areas for development

- Refine the expressed Christian vision, as distinct from the values, so the biblical roots are clear and more explicitly articulated within the school community, supporting the strong culture of nurture.
- Establish regular and robust systems for leaders at all levels to gauge the impact of the Christian vision, religious education (RE) and collective worship in order to inform development as a church school.
- Broaden pupils' opportunities for prayer and reflection outside of collective worship, so that they are enabled to explore and flourish in their spiritual understanding.
- Improve the impact of the RE curriculum by building in systems so that staff are better able to identify pupils' next steps.

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

St Luke's is on a journey of improvement and this has accelerated under the current leadership team. While a lengthy vision statement is evident, adults in the school community have difficulty in describing how this is rooted in biblical teaching. Pupils, parents and staff mention the word 'vision' often but struggle to explain what it means. Leaders are more confident to talk of the values which in some cases are described as the vision and this results in the vision having limited impact. However, the six core values of hope, trust, forgiveness, resilience, justice and humility are explored in depth through collective worship and pupils can relate Bible stories to their school's values. Consequently, their impact can be seen around school, for example in strategies for managing pupil behaviour where forgiveness is central to the approach.

The self-evaluation of the school's effectiveness is detailed and generally accurate, identifying next steps and areas for development. However, not all of these are identified in the current school improvement plan. Governors are supportive and knowledgeable of and about school and have had a constant involvement with the school throughout the pandemic. Some aspects of monitoring hadn't been possible due to restrictions within school. Whilst governors are aware of the values prevalent throughout school, they could not articulate the school's Christian vision and how that drives school improvement. Leaders are unable to evidence how their monitoring of church school aspects is integral to their work.

The headteacher leads a committed, enthusiastic and cohesive team of staff which is resolute in enabling all children to fulfil their potential. The school has made language acquisition a key priority as it has a high percentage of children with English as an additional language. It ensures that all children with special educational needs are involved in all lessons and not removed into specific groups. This ensures that the school is effective in providing additional, specific support for all pupils. One parent explained how the nurturing provision of the school had made a big difference to her children and how she had seen that difference at home too. Pupils benefit from a broad and balanced curriculum, which has been carefully planned around their six values, also taking into account the school's specific context. There are detailed curriculum plans which focus, in part, on vocabulary for each year group.

The school has achieved the Wellbeing Award for schools, which shows its continued commitment to supporting the wellbeing of everyone in the school community. The school operates nurture groups for specific identified children. Three members of staff, including senior leadership, are mental-health first-aid trained and there are regular 'wellbeing sessions' for staff. Wellbeing champions, six children chosen for the role, play a part in different aspects of wellbeing, including helping children at break and lunchtimes by helping them find children to play with or resolving minor issues. One pupil explained, 'We take care of small children; you have to be kind and show our values.'

Relationships across school are positive and values are modelled by staff. Pupils describe how learning about values impacts on their lives, for example, how important it is to forgive each other and learn from mistakes. However, they do not readily refer to the school's vision in this respect. Pupils are articulate and polite and say they enjoy being at school. Classrooms have a calm atmosphere and behaviour is good. This supports the learning experience.

Pupil's understanding of spirituality is limited as guidance and provision is inconsistent. There are few opportunities set aside for pupils to reflect and pray outside of collective worship. Within collective worship reflection and prayer do play a part. Pupils are encouraged and supported to develop a strong sense of moral and social responsibility, and act on this when a situation arises. For example, pupils raised money for a homeless charity when school was impacted by the actions of a homeless person in the community. School holds a Global Neighbours bronze award, achieved in 2020, which encourages children to explore their value of justice in relation to worldwide inequality.

There are strong links with local churches, both Anglican and Methodist. Visits to the school are made regularly and planning for collective worship is undertaken jointly. Collective worship is seen as an important part of the day and is based on teachings from the Bible and the life of Jesus. There is opportunity for prayer and personal reflection and has links to their own lives. Children listen attentively and songs are carefully chosen to fit, where possible, with the theme. Collective worship continued throughout lockdown in the form of videos, delivered weekly by leaders. Parents commented that they had enjoyed watching some of the acts of worship at home with their child. The recently-

introduced pupil 'Worship Warriors' are just beginning to become more involved with planning, delivering and evaluation of worship.

RE at St Luke's reflects the Church of England's statement of entitlement for RE. It contributes well to the Christian ethos of the school. RE enables pupils to develop a clear understanding of Christianity and other world religions. The assistant head teacher is the subject leader, and she shows a depth of knowledge and a passion for her subject. She engages well with training provided by the diocese and delivers this to staff. There is no assessment system in place as yet. This is something leaders are aware of, and it is a high priority for them.

### Contextual information about the school

Date of inspection	24 November 2021	URN	116844
Date of previous inspection	20 November 2015		
School status	Voluntary Controlled	NOR	144
Name of MAT/Federation	n/a		
Diocese / Methodist District	Diocese of Worcester		
Headteacher	Elaine Pemberton		
Pupil profile	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 is slightly above national averages.		
Additional significant information	The proportion of pupils who have English as an additional language is above national averages.		
Inspector's name	David Dunn	No.	C161714