



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Skerton St Luke's Church of England Primary School</b>	
Address	Slyne Road, Skerton, Lancaster, LA1 2JH
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	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
<p>Live, learn, thrive; love God, love one another.</p> <p>to follow Jesus' teaching and become our best selves</p> <p>'Love the Lord your God with all your heart, with all your soul and with all your strength.</p> <p>Love your neighbour as yourself.' Luke 10:27</p>
Key findings
<ul style="list-style-type: none"> <li>• The inspirational Christian vision, rooted in biblical teaching, is understood and valued by all. 'Live, learn, thrive' has become the natural language of the school community. This enables all to flourish in the 'love of God and one another'.</li> <li>• Prompted by a strong moral imperative, leaders have designed a creative and highly effective curriculum. This enables all pupils to succeed in their learning.</li> <li>• The Christian vision drives the highly effective pastoral work of the school. This supports the health and wellbeing of pupils and staff.</li> <li>• Collective worship is an important part of the life of the school. It is valued by all and is effective in supporting pupils' learning and application of biblical Christian teaching. However, there is not a shared understanding and language of spirituality. As a result, some opportunities for spiritual development are missed.</li> <li>• The religious education (RE) curriculum enables pupils to develop their knowledge of Christianity and a range of world religions. However, planning for consideration of non-religious worldviews and the development of skills in RE are not fully developed.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Develop a shared understanding and language of spirituality to enable pupils and adults to grow through planned and spontaneous opportunities.</li> <li>• Extend the range of ways in which pupils can be involved in the planning and leading of collective worship. This will ensure increased opportunities for learning and deeper reflection.</li> <li>• Ensure that all aspects of the Church of England Statement of Entitlement are provided for in the RE curriculum. This will equip leaders to monitor pupils' understanding and progress more accurately.</li> </ul>



## Inspection findings

Working together with the whole school community, leaders have developed an inspirational Christian vision. The language and actions of love, for God and one another, are applied naturally across the school. As a result, all are able to thrive in a safe, accepting and caring community. The vision provides consistent encouragement for the work of everyone in the school. In sometimes very challenging circumstances, leaders draw strength from the depth of the 'love' at the heart of their mission. Developing and maintaining positive relationships within and beyond the school is given high priority. This is reinforced through very effective partnerships, particularly those with the local church and diocese. Leaders and staff benefit from regular training which supports ongoing improvement in Skerton St Luke's effectiveness as a Church school.

The vision is built on a deep understanding of biblical Christian teaching. Pupils, respond well to this, whatever their background. They can explain how the teaching applies to their lives. Staff are effectively supported both professionally and personally, fully embracing the spirit of the Christian vision. Several teachers have moved on to lead in Church schools in recent years.

The vision provides clarity to the work and decision making of the governing body. This includes the care taken to allocate resources. The building and grounds are seen as an important part of the way the school supports children to thrive. Recent re-working of entrances and decoration of corridors have a direct, positive impact on pupils' development and wellbeing. Newly equipped spaces are used creatively to support learning and emotional regulation. However, ongoing, robust evaluation of the impact of the Christian vision by the governing body is not fully developed.

There is a strong commitment to providing pastoral support for pupils, staff and families. This has a deep and lasting impact on well-being across the community.

The Christian vision includes learning as an important element of what the school intends for pupils to thrive. This has informed the development of a highly creative and engaging curriculum. Based on key questions and an investigative approach, learning in all subjects is designed to excite and enthuse. Pupils are encouraged to make links between subjects and to explore more deeply, following their own interests. As a result, the curriculum can be easily adapted to provide for those with specific learning needs. The environment of the school, inside and out, has been developed creatively to support and stimulate enquiry. The 'Room of Wonder' is a uniquely creative resource that prompts questions and inspires learning. Its full potential for nurturing spiritual development, along with parts of the school grounds, is not fully realised.

The strong commitment to pastoral support contributes to the effectiveness of pupils' learning experiences. There is a school wide focus on the regulation of emotion, and carefully targeted support for pupils in the 'Swannery'. This helps to limit disruption to lessons and enables flourishing for all. Care for the individual is guided by the expectation of, and hope for, change. As a result, all have the opportunity to 'thrive', even out of negative experiences.

Behaviour across the school is very good. The encouragement in the vision to 'love one another' is taken seriously by pupils. There is a strong emphasis on conflict resolution and restoring relationships. Pupils feel safe and are listened to by staff. They develop independence and take on key responsibilities in the older years. This includes regular, practical support for younger children. Pupils are, therefore, confident and well-prepared for their transition to secondary education. Parents



recognise the profound value of their children's time at Skerton St Luke's. Strong foundations are laid in the building of character and instilling of values. Expectations are high in all aspects of learning and behaviour. This raises aspiration to achieve academically and contribute to the community. There is a wide range of opportunities for pupils to engage in fundraising and support for local charities. However, the extent to which the challenging of injustice is encouraged on national and global scales, is limited.

High value is placed on the mental health and wellbeing of pupils and adult. This ensures that everyone in the school community is treated with respect. Staff are very well supported by leaders and each other. There is a deep culture of care and nurture which sustains wellbeing.


Pupils are able to articulate the ways in which the Christian vision supports diversity and inclusion. They understand that the school, and God's love, are for all, regardless of belief, need or background. Expectations for behaviour, built on mutual respect, are modelled well by staff. There is a strong culture of working towards closure and forgiveness to heal relationships when conflict occurs.

Collective worship is an important part of the life of the school. The well-structured programme, based on the school's Christian values, provides a range of different opportunities for learning and reflection. A wide range of activities includes regular liturgical prayer, providing experience of Anglican tradition. The strong emphasis on biblical teaching and 'God's story', helps pupils' develop a deep understanding of Christian belief. Knowledge of the structure and narrative of the bible is given high priority. This is reinforced by highly effective interactive displays around the school. Termly worship themes are displayed in dedicated areas in classrooms and are used to encourage reflection. Writing and sharing prayers in response to events, as well as aspects of learning, is widespread. All pupils and adults, regardless of background, are included and able to grow through worship. However, there is not a clear, shared understanding or language of spirituality, which means that some opportunities for development are missed.

Pupils experience further aspects of Anglican worship, including the Eucharist, through the 'Choir Church' project. This has encouraged some families to get involved in regular Sunday services in the local church. However, pupils have limited involvement in the direct planning and leading of whole school worship.

Skerton St Luke's is a thriving community where love and care enable all to flourish.



	The effectiveness of RE is		Good	
	<p>An enquiry approach is used in RE. Pupils learn about Christianity and explore concepts in world faiths. However, there is no structured exploration of non-religious worldviews. Pupils enjoy RE and talk articulately about their learning. Teachers benefit from training and provide safe contexts for discussion. Knowledge organisers help to support assessment of pupils' learning but do not always ensure that teaching builds on prior learning. Pupils gain knowledge and make good progress in RE. However, there is no explicit planning for the development of skills. This makes it difficult for some aspects of assessment and the monitoring of progress.</p>			
Information				
School	Skerton St Luke's Church of England Primary School	Inspection date	28 June 2023	
URN	119534	VC/VA/Academy	Voluntary aided	
Diocese/District	Blackburn	Pupils on roll	200	
Headteacher	Cathy Armistead			
Chair of Governors	Lisa Ellis			
Inspector	Peter Barfoot	No.	2216	