



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Luke and St Philip’s Church of England Primary School	
Address	Hancock Street Blackburn BB2 2LZ

School vision

‘The family of St Luke and St Philip’s will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected, and talents are nurtured under the umbrella of God’s love.’

My children, we should love people not only with words and talk, but by our actions and true caring. (1 John Chapter 3:18)

School strengths

- The school’s Christian vision, carefully chosen for its diverse context is at the core of all actions and policy.
- Effective leaders at all levels, know the school and its community well. They understand the impact the vision has on all.
- Religious Education (RE) is effectively led and well taught. It enables pupils to develop a good understanding of different beliefs and what it means to live in a diverse world.
- Positive relationships at all levels within the school and its community ensure a culture of care for all.
- Behaviour is a strength of the school. Pupils show the utmost respect for each other and for the adults in the school.

Areas for development

- Embed opportunities for spirituality across all aspects of school life in order to fully develop pupils’ spiritual development.
- Expand pupils’ opportunities to be agents of change in their community and beyond. This is so that they have the ability to challenge injustice and make a difference to the lives of others.
- Broaden opportunities for pupils to evaluate the impact of collective worship. This is to enable them to identify more fully the impact collective worship is having on the lives of all.

Inspection findings

St Luke and St Philip's is a school which is truly at the heart of its diverse community. There are a large number of different faiths and cultures represented in the school. It is an extremely caring and supportive school which offers a safe haven for pupils and adults alike. There is a tangible feeling of 'family' across all the school does. This is a very happy school with a great sense of shared responsibility for others. Pupils and adults know they will be listened to and understood, and that the school will support them practically and emotionally. The school lives out its Christian vision daily through its work and with a strong sense of love for all.

The school's Christian vision is well embedded and understood by all. It is a clear vision, appropriate for the context of the school and inclusive of all faiths. The school's vision is closely aligned to that of the CIDARI Trust. The partnership between school and trust is effective, resulting in widely available support for the school. The partnership with other schools in the trust ensures good practice is shared which is mutually beneficial. Governors know the school well; they fully understand the challenges and how these are faced and overcome. They provide strong support for the school and productive challenge, which ensures the provision meets the needs of the pupils and the community.

Staff and pupils alike, articulate how the vision drives the work of the school and supports pupils in their learning and personal development. As a result of this pupils talk with confidence about how the vision, values and related scripture form the basis for their learning and actions. This is evident in the acts of kindness they are inspired to carry out in school and at home. Staff share the same confidence in demonstrating the impact of the vision on school life. They naturally refer to the vision as part of their teaching. As a result of this, pupils naturally refer to the vision when answering. Members of the community feel the school's vision is lived out through the strong links between school and home. The school's holistic approach is valued by all. As a result, pupils are given the skills they need to succeed. Leaders have recently developed a shared understanding of the language and approach to spirituality. Although pupils have had some opportunities to explore this it is not fully embedded across all aspects of school.

Collective worship takes place regularly and is valued by pupils. It is used as an opportunity to further explore the vision and values. It helps to guide pupils in how to live out the vision and values in everyday life. The Worship Team, who represent a range of faiths, take part in planning and leading some collective worship and as a result feel included in the spiritual experience for others. Weekly celebration worship enables parents to join in the celebrations of pupils demonstrating the vision and values during the week. There are opportunities for prayer throughout the school day. Pupils engage in spontaneous prayer, for example during a rehearsal for an upcoming church service. They benefit from reflection areas around school, both indoors and out. Pupils enjoy worship and value the opportunity to come together each day. However, they cannot articulate the impact worship has on their lives. There is no formal evaluation of the impact of worship. As a result of the partnership between school and church, families access events at church outside of the school day.

Mutual respect is central to strong relationships across the school. The school's holistic approach ensures the care and nurture for each unique individual is exceptional. This extends to the families, for whom there is a much appreciated open door and listening ear at all times. The mental health and wellbeing of staff is given high priority. Staff value the effective professional development they receive. As a result, they feel valued and are well-equipped to carry out their roles.

Effective systems and processes ensure that there is good provision for vulnerable pupils. This is evident in the development of 'The Ark' to provide bespoke provision for the most vulnerable pupils.

As a result of this, pupils are experiencing success. The provision for those with special educational needs and/or disabilities (SEND) is effective and enables pupils to access learning and make good progress. Partnerships with external agencies are strong. The school makes good use of services available to them to provide high quality provision and enriching opportunities for pupils and families.

In order to further develop their talents pupils are encouraged to support charities. Because the pupils choose the charities, they have some understanding of the value of the work they do. The pupils shared about when they had carried out a 'litter pick' with members of the church and how this had made the area around their school cleaner for people to live in. However, pupils are not fully aware of how they can challenge injustice themselves and make a difference to the lives of others both locally and globally.

RE has high priority in the school and is viewed as important. As a result of strong leadership, good teaching and high expectations, pupils are making good progress and this is evident in books. The curriculum is well planned and organised specifically to the school's culturally diverse context. As a result of this, the pupils view RE as being relevant to them as individuals. Assessment and data analysis is strong in securing improvements. Individual books and the class reflection books show a range of approaches to the teaching of RE and this supports all learners well. The quality of reflection from pupils is good, they show insight into issues and consider questions with maturity. They have a good understanding of the faiths they have studied and of their global diversity. They value the opportunities to share their own faith with others and as a result, feel valued. This is evident in the 'Faith Weeks' the school holds. Pupils appreciate the opportunity to share presentations about themselves and their own beliefs and practices. Consequently, there is a strong sense of respect for all faiths whilst maintaining the identity of the school as a Christian school.

The inspection findings indicate that the school is living up to its foundation as a Church school and enabling people to flourish.

Information			
School	St Luke and St Philip's	Inspection date	26.01.2024
URN	140599	VC/VA/Academy	Academy (Former VA)
Diocese/District	Blackburn	Pupils on roll	210
MAT/Federation	CIDARI		
Headteacher	Samantha O'Connell		
Chair of Governors/ Trust Board	Fred Kershaw		
Inspector	Jill Stratford	No.	C23/24