



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

St Luke's Church of England Primary School, Chadderton	
Address	Albion Street, Chadderton, Oldham, OL9 9HT

### School vision

We believe that every person that enters our school should feel included and be a valued member of the St Luke's family. Jesus said 'I came that they might have life and they might live abundantly'. It is our role to ensure each child is given the opportunity and skills they require to flourish and gain experiences that allow them to live life to the fullest.  
'Learning and living together in faith'.

### School strengths

- The school's Christian vision is carefully crafted to enable everyone to thrive in a supportive and loving community.
- Thoughtful and courageous leadership has created a thriving and nurturing school. Leaders are passionate about the school. Everyone is encouraged to treat each other with dignity and respect.
- Adults live out the vision through their commitment to serve all pupils and their families. Pupils willingly participate in a wide range of opportunities with confidence.
- Thoughtful collective worship is carefully planned to be relevant in the school community. Pupils enjoy learning about people from the Bible and can make links to the school vision and values.
- Religious Education (RE) is effectively led. The curriculum is broad and relevant providing a space for deep thinking. Pupils are developing a broader understanding of world views and faiths including Christianity.

### Areas for development

- Extend pupils' engagement with social action projects, so that they may become agents for change in their community and beyond in the wider world.
- Further develop systems of monitoring and evaluation of collective worship. This is to enhance the provision of worship throughout the school and deepen spirituality.
- Continue to work to fully embed the new RE syllabus outcomes to inform future curriculum planning.

### Inspection findings

St Luke's is a welcoming, nurturing and supportive school. 'Learning and living together in faith' underpins the ambition for all to live life to the fullest. The recent relaunch of the vision was created in collaboration with staff, governors, parents and pupils. The impact of this shared ownership is a community who understand the vision well. Leaders know the school context and decisions are thoughtfully made. Enriching opportunities are intentionally created for the school community. Governors are very supportive and work closely with the school. They share their time generously

and involve themselves in the wider opportunities the school offers. Being inclusive and sensitive to those they are serving is a high priority. Leaders are very clear that the vision reflects the shared determination to improve life chances of the pupils in the area.

Insightful leadership has responded to the specific needs of the school community. The recently remodelled, knowledge rich, curriculum is currently being embedded. This is designed, inline with the vision, to enable all pupils to flourish. It aims to provide positive learning experiences both inside and outside the classroom. The leadership are steadfast in the desire to help every pupil meet their potential. The impact of this seen in the way staff encourage pupils to foster a love of learning. Pupils speak with excitement about the wide opportunities they have to learn, enjoying the experiences in and outside the classroom. Leadership ensures pupils with special educational needs and/or disabilities (SEND) are included in the classroom wherever possible. Specialist areas have been created to support pupils with complex needs to have targeted specific support. Teachers and teaching assistants provide this along with focussed interventions. Thoughtful consideration of the needs of the community and strategic funding decisions have enabled changes to benefit the pupils. This includes the creation of specific inclusive areas for targeted intervention work. Staff are resolute in encouraging all the pupils to aim high and offer them every opportunity to succeed.

The daily programme of collective worship is carefully planned. The variety of styles including prayer, Bible stories and singing offer wider spiritual experiences. When singing together, sign language is also modelled and followed by the pupils. This deliberate action is to further support the inclusive opportunities for all. Dedicated time to pray punctuates the day. The four stained glass windows in the hall, specially designed by the 'worship warriors' are inspired by a visit to church and different aspects of faith. The worship warriors have recently introduced reflection questions. Each week this question is linked to the value that has been discussed. The impact of this is that pupils in form worship time discuss/debate the question. This supports the development of active listening skills and respecting wider points of view. It is also developing the opportunity for deeper thinking about some challenging areas including global issues. Pupils talk with pride about this unique opportunity to support the spiritual growth of others. Every classroom has a dedicated worship. Pupils actively use these areas. This encourages different ways to develop their spirituality and sense of wellbeing. The school links with the local parish church. There is a shared determination for this partnership to thrive and members of the congregation support wider worshipping activities. Opportunities for pupils and staff to lead worship and systems to monitor and evaluate collective worship are less developed.

Leaders ensure, in line with the vision, that every pupil has access to a wide learning experience. Parents feel that their children are well cared for and safe. They are highly supportive of the school staff speaking with enthusiasm about the encouraging and inclusive nature. The families respect each other's faiths and live well together. Staff meeting and greeting families at the start of the day encourages these positive relationships. Wellbeing of all is a high priority. The school have developed a wide number of bespoke strategies to support each individual. For example, each morning, as pupils enter the classroom, they put a counter into a pot indicating if they are feeling happy or sad. As a result, pupils know they will have the opportunity to speak with a member of staff that morning if they indicate they are sad. Those who have more complex needs have a specially designed programme of specifically designed activities at the start of the day. These strategies effectively support the smooth transition into class to be ready to learn. As a consequence, pupils feel safe in school and know they will be listened to. Behaviour is good. Disagreements between peers are dealt with efficiently and resolved with compassion and forgiveness in line with the values. Staff wellbeing is of equally high priority. Staff feel valued and speak highly of the support they receive.

Pupils engage in regular opportunities to learn about charities and wider global issues. They are

encouraged to become active citizens making a difference in the wider world. The ‘walk to school challenge’ encourages pupils to actively walk instead of using transport. The pupils speak with pride about the badges they collect and feel they are making a positive difference to reducing pollution. Making a difference in the local area is important. The choir actively engages with opportunities in the wider community for example, singing at a local care home. These activities are highly valued and reinforce to pupils the importance of being kind and looking after others. Through studying the lives of different inspirational people, pupils understanding of courageous advocacy and social justice is growing. Pupils are beginning to apply their knowledge and understanding, developing as active citizens. However, opportunities to become agents of change in the wider world are underdeveloped.

RE is highly valued and enthusiastically led. A new RE syllabus has been introduced this year. Pupils have a good knowledge of Bible stories and sound understanding of Christianity. They also speak enthusiastically about learning about different faiths and how important it is to learn about world views. A wide range of opportunities to visit places of worship has enriched the curriculum experience. Members of the governing body are regular visitors to school. These supportive links are highly valued as the recently established RE curriculum develops and becomes embedded. Focussed training supports staff growing knowledge and skills in RE. A variety of learning styles support the delivery of knowledge and understanding. Regular monitoring of teaching and learning outcomes ensures an accurate picture of the quality being delivered. Pupils are making increasingly good progress and the priority of RE is reflected in the interest pupils show in their learning.

The inspection findings indicate that St Luke’s Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	12 March 2024	URN	105708
VC/VA/Academy	Voluntary aided	Pupils on roll	198
Diocese	Manchester		
MAT/Federation			
Headteacher	Michael Lonsdale		
Chair	Margaret Hughes		
Inspector	Tina Astley	No.	2205