

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Slyne-with-Hest St Luke's Church of England Primary School	
Address	Shady Lane, Slyne, Lancaster LA2 6JL.

School vision

Listen, learn, love and laugh as part of God's family.

'Encourage one another and build each other up.' 1 Thessalonians 5:11

School strengths

- The Christian vision is promoted by leaders who know their school well. Decisions they make are underpinned by the school's vision. This means that the continuous needs of the community are met.
- The exceptionally strong staff team is rooted in genuine Christian love. This secures highly effective relationships across the whole school.
- The rich and engaging collective worship programme is well planned. This contributes to a culture of reflection and spiritual development for both adults and pupils.
- All aspects of the well-thought-out curriculum are steered by the Christian vision. It is successful in meeting each pupil's individual needs. This includes those with special educational needs and/or disabilities (SEND) and those who are vulnerable.
- Learning in religious education (RE) is rich and varied. It enables pupils to grow in their knowledge and understanding of Christianity including as a global world faith.

Areas for development

- Embed and develop broader learning in RE. This is so pupils can develop a deeper understanding of a range of world faiths and worldviews.
- Seek opportunities to share the expertise that exists at all levels. This is so that the impact of the Christian vision extends beyond the school.

Inspection findings

Slyne-with-Hest St Luke's Church of England Primary School has strong relationships at its core. They are underpinned by the embedded Christian vision. As a result, it is highly effective in enabling the flourishing of pupils and adults in the school community. The values of listen, learn, laugh and love are truly at the heart of this caring and nurturing Church school. Staff are well supported and sustained both professionally and personally. The relentless commitment of staff to inspire each of them on their journey, enables pupils to thrive. Daily, the school demonstrates its vision to 'encourage each other and build each other up.' Pupils embody the vision and can explain the ways that it impacts on their lives and relationships. One pupil explained how there are moments of laughter in every day at St Luke's. Governors are committed in their roles and know the school well. The long-established school vision is periodically reviewed and is at the heart of the work of governors and senior leaders.

This guides them in their courageous decision making. Parents hold school leaders in high regard for ensuring their children access rich opportunities and can flourish.

Occasions for spiritual enrichment are embedded in the curriculum and the after-school clubs on offer. The school has a shared interpretation of 'spirituality' which deepens pupils' spiritual encounters. Staff and pupils refer to these as 'God moments.' Effective support is given to those pupils who need it in a caring and inclusive way that effectively supports their learning. The vast array of learning on offer, in addition to formal lessons, enables pupils to experience success, particularly in music and sport. Parents appreciate how well staff know their children and what helps them to learn well. Governors make regular and purposeful visits to the school and see the impact of the curriculum and pastoral care upon wellbeing and relationships. The determination, to develop the whole person, underpinned by the school's vision to 'build each other up' permeates the school. Pupils are proud of the leadership roles available through the various groups and councils including, school, worship, sports and RotaKids.

Worship is at the heart of the school day. Pupils and adults value it as a time to come together as the school family. They draw strength from well-led worship. It is a joyful time with opportunities for interaction and participation through challenging and diverse resources. The weekly pattern of worship allows pupils and adults to worship in different groups and spaces. This enhances the scope for all to respond to the invitation to prayer, stillness and reflection. The enrichment this brings means the potential for spiritual nourishment of pupils and adults is impressive. The regular school communion services offer deeply fulfilling experiences to adults and pupils. They are invitational, closely linked to worship in church and inspiring in nature. Both adults and pupils value this. Worship is well planned and draws on values and the Christian calendar. Parents value the way in which the messages and values shared during this time together often extend into the home. Clergy from the local churches lead worship on a regular basis. These strong links, together with the school's impressive daily worship, means all are familiar with key Christian prayers and responses. Pupils' spiritual development is enhanced beyond worship through reflective spaces in classrooms and meaningful displays throughout the school. The pupil worship group has a high profile in school. They meet regularly to plan and lead collective worship for the whole school, in classrooms and in the church. Pupils regard membership of the group as a privilege. A pupil worship leader explained how leading worship builds confidence. Seasonal worships in the church, along with visits for RE, create a sense of familiarity with the church building and clergy. Pupils experience a genuine welcome, thus cementing an effective and reciprocal partnership where everyone is encouraged to flourish spiritually.

The wellbeing and mental health of staff and pupils is a priority for leaders. Staff feel valued and supported by leaders and remain committed to the school community. The widespread and sustained consideration of staff needs contributes to a strong sense of wellbeing at all levels. This extends to the families of the pupils. Parents feel cared for and nurtured alongside their children. Pupils feel listened to and value the buddy system in place. The system effectively demonstrates how the school's vision values, includes, and encourages everyone. Pupils speak about right and wrong and who to go to if they need help. Parents appreciate the ways in which the school educates and cares for their children.

The vision inspires leaders in providing pupils with opportunities to have influence, especially in the local area. In partnership with the local Rotary Association, the school identifies projects and resources to engage with. A pupil explained how they work together to build ideas. Parents appreciate how these projects lead to serious conversations happening at home. Pupils are sincere and enthusiastic about the support they offer to the local care home where providing friendship is their motivator. They clearly understand the impact they have on the local community through service and helping others. Generosity is a key value that resonates across the school and into the community. The school offers many practical responses to national and local charities. Learning about why these issues are happening is an important part of the process. For example, the local hospice spent time in school talking about the importance of 'care' prior to a fundraising event that the school held for them.

As a result of strong subject leadership, RE has the priority it deserves in a Church school. Monitoring and self-evaluation, including by governors, and support from the diocese, ensures that RE remains relevant. The RE curriculum enriches pupils' lives through a wide range of activities and expert questioning from staff. This affords opportunities for pupils to think deeply about big questions and partake in rich conversations. The curriculum is challenging, accurate and well-sequenced. A range of resources are used to ensure variety and interest. Pupils understand and accept that people may belong to different faiths or may have no faith. This contributes to the pupils' appreciation of diversity and difference. Teaching and learning in RE is very effective. Pupils speak highly and enthusiastically about the subject. A pupil commented that 'if we didn't have RE, we wouldn't have a world.' Teachers use assessment effectively to ensure work is well-matched to pupils' abilities. As a result, pupils make good progress in their learning. Individual exercise books and large floor books are successfully used alongside each other to record work. Pupils take pride in the contributions they make. They are knowledgeable about Christianity and articulate their knowledge well. A range of world faiths and worldviews are part of the RE curriculum and displays around school show the pupils' learning. However, pupils cannot always recall some of their key learning about world faiths and worldviews.

The inspection findings indicate that Slyne-with-Hest St Luke's Church of England Primary School is living up to its foundations as a Church school.

Information			
Inspection date	22 March 2024	URN	119542
VA/VC/Academy	Voluntary aided	Pupils on roll	221
Diocese	Blackburn		
MAT/Federation			
Headteacher	Paul Bowden		
Chair	Janet Rogerson		
Inspector	Laura Watson	No.	C23/24