

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Luke's Church of England Primary School

Address	Langport Avenue, Longsight, Manchester. M12 4NG		
Date of inspection	5 December 2019	Status of school	Voluntary controlled primary
Diocese	Manchester	URN	105503

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

St Luke's is a primary school with 475 pupils on roll. The majority of pupils come from a wide range of different ethnic minority backgrounds. Most pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The majority of pupils are from Muslim families. In its most recent Ofsted inspection in November 2018, the school was judged to be Good.

The school's Christian vision

We believe in providing the pupils with the skills to be resilient, independent and brave. We look to God to help us to be loving neighbours, caring stewards and reflective individuals. We do this through a rich, diverse curriculum which is inclusive, accepting and supportive.

'For with God, nothing shall be impossible.' (Luke 1:37)

Key findings

- The commitment and dedication of the headteacher, staff and governors to the school's Christian vision and mission is powerful and infuses all areas of this very diverse school. This creates a place where everyone flourishes and achieves well.
- The school is highly inclusive and tireless in supporting all pupils. This ensures that each is known, nurtured and inspired enabling them to make strong progress from their starting points.
- Deeply held values have a transformational impact on relationships, behaviour and the daily life of everyone in the school. This, along with strong pastoral care, which is generously given by a dedicated staff team, is highly valued by families and their children.
- The school curriculum and extra-curricular provision is bold and imaginative. It provides engaging, motivating and exciting experiences which enables pupils to thrive.
- Collective worship is inclusive and planned to meet the needs of this diverse community. It provides opportunities for celebration, reflection and inspiration.
- Pupils enjoy religious education (RE) which is engaging and challenging. It provides good opportunities to explore big questions and to gain an understanding of Christianity and other faiths.

Areas for development

- Continue to embed the recently revised vision to ensure that members of the school community understand and can articulate its impact on the school's life and work.
- Establish rigorous monitoring and evaluation of the school's work and Christian distinctiveness to ensure that it is constantly developing and meeting the needs of its community.
- Extend pupils' knowledge of alternative styles of Christian worship and practice so that they can understand the varying ways in which Christians live out their faith.

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 a welcoming, happy school where each individual feels safe, valued and respected. Driven by the principles of its distinctive Christian vision, the school is very diverse, highly inclusive and tireless in supporting all pupils. This ensures that every pupil is known, nurtured and inspired, enabling them to make strong progress from their starting points. The headteacher, and her dedicated and motivated staff, are inspired and supported by the school's chosen gospel verse, 'With God, nothing shall be impossible'. This brings a purposeful, positive and cohesive atmosphere. Leaders and governors recently integrated the established Christian values of the school into its vision statement. This maintains the integrity of the school's Christian vision, gives it further prominence and retains sensitivity to the multi-faith nature of the community. There is a significant emphasis throughout the curriculum, in the routines of the school day and in relationships, to live out the school vision. Thus, the school community does, in the words of the vision statement, 'look to God to help them to be loving neighbours, caring stewards and reflective individuals.'

Areas to Improve in the previous inspection have been significantly progressed. Governors and leaders now need to embed a robust programme to monitor and evaluate their effectiveness as a Church school. This will ensure that it continues to develop and meet the needs of the school community.

Leaders and governors have made bold and imaginative decisions to make the curriculum and extra-curricular programme motivating, engaging and exciting. As a result, pupils enjoying their learning, develop curiosity and make very strong progress. One pupil said, 'I am excited that every day I will get lots of new things into my brain!' Parents and pupils say that they have discussions at home about how the school's Christian vision and values affect their lives. The school has well-planned, individual programmes to enable everyone to flourish. This includes those who are disadvantaged, have special needs and who are vulnerable. There is also dedicated provision for the many pupils for whom English is an additional language or who are new to the UK. This promotes pupils' self-confidence, integration and sense of achievement. One of the many families who were new to the UK spoke of initial worries about their child settling into school. Concerns were transformed into great relief as their child started at St Luke's. They described their child's experience which quickly enabled the growth of wellbeing, happiness and confidence. This was achieved through the school's warmth, individual care and high-quality provision. This shows that each pupil is valued as an individual and enabled to thrive with their God-given potential. The school supports the development of pupils' spirituality in many areas within and beyond the curriculum. For example, pupils speak of awe and wonder as they reflect on their experiences of the beauty of God's creation during visits to The Peak District.

The school provides a variety of opportunities for pupils to think deeply and to develop independence. Each lesson develops with an enquiry approach and often moves on to activities which require deep thinking. A tradition of debating is becoming well established. The school has had notable successes in nationwide competitions where global, moral, ethical and religious themes are explored. This strongly supports pupils' understanding of the importance of listening to and respecting others' views and opinions, thus showing acceptance and love for their neighbour. The diverse school population represents people from more than twenty-five nationalities and from many faiths. Parents, pupils and staff often refer to the school's strong feeling of family, and of their individual value and worth as one of God's people. The school vision encourages pupils to develop care and concern for those in need. It helps them to be loving neighbours locally, nationally and globally through involvement with various faith and other charities. Whilst some pupils have begun to show courageous advocacy, the school has not yet provided sufficient openings to develop this.

Pupils unfailingly behave calmly and with courtesy and dignity, showing immense loyalty to the school. When disagreements arise, they are swiftly and effectively resolved. Bullying and conflict in any form are rare in the school. There is an environment of mutual respect in which it is safe to explore ideas and, where necessary, to disagree amicably. Forgiveness and reconciliation is well established and comes naturally. This results in a strong sense of fairness and justice and confirms the affirmative character of the school. Positive mental health and wellbeing for pupils and adults is given a high priority. Consequently, everyone is looking out for each other and no one who is struggling goes unnoticed.

There is a shared determination that prejudicial actions and language should have no place in this multi-faith, multi-cultural school. Along with staff, all pupils have a strong resolve that the school's 'no bystander' policy is relentlessly practised. They naturally befriend one another and embrace difference and diversity. One pupil said, 'It's wonderful as everyone is equal. No one is left out.' The curriculum includes many areas where difference and diversity are positively explored, celebrated and embraced. Thus, the school vision is lived out as they, 'look to God to help us to be loving neighbours'.

Collective worship is a key part of each day in the life of the school and is carefully planned to be welcoming, inclusive and thought provoking. Stories, songs, prayers and teachings from Christianity and other faiths are at the core of worship and reinforce the school's vision and values. Members of the school community say how they value the opportunity to be silent and to reflect personally on what has been experienced. Pupils enjoy being involved in the planning and leadership of some collective worship and may read aloud or participate in presenting. During the year, key festivals and celebrations from Christianity and other faiths are observed with relevant celebrations. This gives pupils a range of experiences, and further promotes the feeling of acceptance, inclusion and value for each individual.

RE is well led, has a strong profile in the school and is in line with the Church of England Statement of Entitlement. Lessons support and help to enrich the school's Christian vision and values. The current subject leader is involved with others in a local cluster of Church and community schools. This helps to ensure that the curriculum is well planned and appropriate for the school's context. Pupils enjoy the challenge of these lessons and the exploration of big questions. They speak of their interest and motivation in the subject. RE makes a significant contribution to pupils' spiritual development.

+Headteacher	Saeeda Ishaq
Inspector's name and number	Peter Coates 937