



St Luke's Church of England Primary School



Statutory Inspection of Anglican Schools

Inspection Report

School address
Fernhead Road
Kilburn
London
W9 3EJ

Headteacher
Chair of Governors
Barbara Dunn
Karen Robinson

Type of School
Status
Unique Reference Number
Diocese
Local Authority
Date of last inspection
Primary
Voluntary Aided
101134
London
City of Westminster
December 2007

Inspection date
National Society Inspector
10th May 2012
Hilary Ferries (NS 276)

The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

School context

St Luke's is an oversubscribed one form entry primary school in Kilburn. It serves an area of considerable social and economic disadvantage. Pupils come from many different cultural and faith backgrounds. The headteacher has been in post for six years, the deputy headteacher for two years and there has been significant staff turbulence. In March 2012 Ofsted judged the overall effectiveness of the school to be good.

The distinctiveness and effectiveness of St Luke's as a Church of England school are outstanding.

St Luke's is an outstanding Church of England school. Clearly stated Christian aims and values underpin everything the school does and the opportunities for Spiritual, Moral, Social and Cultural development are outstanding. The headteacher, ably supported by the senior leadership team, is committed to making the school the best it can be and the school has addressed the issues from the last inspection. Partnership with parents and pupils is important to the school and pupils feel valued and respected and parents are very supportive. There are very close links with the parish church.

Established strengths

- Dynamic and determined Christian leadership of the headteacher and the senior team committed to continuous improvement of the school as a Church school
- The Christian values and vision that promote respect for all pupils of all faiths and of none
- Very positive relationships in the school and with the local church and community: the sense of a school 'family'
- Spiritual, moral, social and cultural development

Focus for development

- Decide on and introduce the new scheme of work for Religious Education (RE) to improve coherence of RE and improve progress further
- Formalise pupil voice in the evaluation of Collective Worship

The school, through its distinctive Christian character is outstanding at meeting the needs of all its learners.

At St Luke's every child is special and valued. Christian values are evident in the very strong relationships in the whole school community, the learning environment and the curriculum. There is no doubt that this is a Church of England school. There are many opportunities for reflection, in the class reflection areas and across the curriculum as well as in Collective Worship. Pupils value the chance to discuss wide ranging topics and one pupil said 'we get taught wisdom'. Pupils' views are respected and the school council feels that its voice is heard and it makes a difference. The behaviour in the school is very good. This is because of the clear behaviour policy, based on forgiveness and the clear systems that are in place. The Behaviour Panel, which has pupils from Years 5 and 6 interviews pupils who have found it difficult to follow school rules and there is an agreed target setting process help them improve. The school raises funds for a whole range of charities, such as Crazy Hair Day and the local night shelter and the school studies events such as Black History month and Refugee Week which increases the awareness of others in need.

Pupils are very positive about the staff. The display 'who can I talk to' shows that there is a wide range of people to whom they can turn with problems or concerns. Pupils interviewed talked about the 'fun things' in their work and that teachers will 'always help us with our work' and that 'we are a very healthy school'. Standards in maths and English are in line with national averages and Ofsted judged that all groups of pupils, including those with special educational needs and those with English as an Additional Language, make good progress. There is strong support for all pupils and families, including a learning mentor and leadership team. As a result, parents and pupils feel very positive about the school. 100% of parent surveys in 2011 agreed or strongly agreed that the school values and attitudes had a positive effect on children.

The impact of Collective Worship on the school community is outstanding.

Collective Worship is central to school life and all pupils interviewed spoke positively of the impact. Worship is very well planned. There are themes for the whole school and the clergy from the parish church have a theme that links to it. There has been inset for staff to ensure that they know what is expected of class worship times and recent monitoring by the leadership team has shown that this is understood and followed by all. Pupils interviewed said that they enjoy the wide range of worship opportunities and like taking part in drama and readings and that the candle and prayer in worship 'helps us talk to God' and see 'why God is so important'. They also enjoy planning their class assemblies where they share the work that they have been doing and these are well attended by parents. They see the application to daily life.

There is good evidence of an understanding of the Anglican tradition through the format of worship and the close links with the parish church. They are familiar with a range of prayers including the Lord's Prayer. Local clergy lead worship each week and the school also attends and leads services in the church. This was observed at the inspection where pupils were engaged and took an active part in the worship. Staff participate in all worship sessions and there is a weekly staff communion service, which shows the school is a worshipping community.

The school population is very diverse and this is celebrated. There is respect for those of all faiths and those of none and the school welcomes the input and contributions from the children of all faiths. The leadership team ensure that there is somewhere for pupils to observe their prayer times, either in classrooms or in the deputy headteacher's office. The school has worked with the parents of faiths other than Christianity to encourage them to attend worship in the church and this has been very successful, with a dramatic fall in the number of withdrawals. Pupils interviewed said that they all feel included and that they 'didn't feel that people from different religions were left out'. In the 2011 parent survey, 93% of parents agreed that there were 'good opportunities for prayer and worship'. However, there is no formal system for collecting pupil views which would enable the school to develop worship further.

The effectiveness of Religious Education is good.

Pupils interviewed were very positive about their RE lessons. They enjoy the visits to places of worship and finding out about how people worship and what religion means to them and they also 'like learning new things.' Lessons observed gave an example of the breadth of the curriculum and a showed good balance between learning about and learning from religion. The discussion of pilgrimage in Year 2 engaged all the pupils in reflecting on special journeys and reception class were visited by the Salvation Army and were able to discuss the different elements of the work of the Salvation Army. RE contributes well to spiritual development as pupils are given many opportunities to reflect and to consider big and puzzling questions. The school has recently started a review of the syllabus and are considering taking on a different RE syllabus to improve the coherence of RE across the school and encourage more differentiation to give challenge for the more able, which has been identified by the senior leadership team as an area for development.

The quality of the teaching and pupil engagement has led to rising standards and the school's assessment information shows that pupils are achieving well in RE and the termly assessments sheets and recorded work show this. The school has addressed the recommendations from the last inspection. Pupil progress in RE is included in pupil progress meetings alongside other subjects which shows the importance of the subject. 92% of parents in the survey felt that their children made good progress in RE.

The leadership team rigorously monitors RE through a range of methods, drop-in walks through and work scrutiny, make recommendations to staff and the scrutiny of work in the inspection shows that these are acted upon.

The effectiveness of the leadership and management of the school as a church school is outstanding.

The headteacher and senior leadership team share a Christian vision for the school which is known by all. It is reviewed each year and underpins all the school does. The headteacher and leadership team have shown huge determination to develop and improve the school as a Church school. They have built positive relationships with parents and the governors, reducing the number of withdrawal from church and promoting respect and understanding between all members of the school community. As a result the school is very well thought of in the local community. The school is currently without a permanent RE subject leader and is advertising for the role. In the interim the leadership team have continued the extensive, rigorous monitoring that the previous postholder had undertaken. This has included surveys, lesson observations, work scrutiny and 'drop ins' and has led to significant improvements in both RE and Collective Worship. The RE subject leader reports to the link governor for RE and written reports are presented at governing body meetings. This enables governors to challenge and support the leadership team and they hold the school to account effectively. The governing body has been involved in the review of the self evaluation. They are aware of the need to grow new leaders and there are opportunities for staff – for example there is currently an acting Assistant Headteacher who is working very effectively in her role.

There are very close links with the parish church and clergy and the school features in the Church's Mission Action Plan. The school makes significant use of the church and community centre which are next door to the school. In addition to the weekly worship sessions the cookery club meets there, children and families from the school attend 'Messy Church' and the Vicar contributes to the RE curriculum when appropriate (for example when classes are studying baptism). The very active parents association (Friends of St Luke's) organise and attend events which foster good relationships such as International Evening where families share a meal from different national dishes. The school also has very good links with the local community. There are links with local residents through gardening club and the school choir sings regularly at the local Care of The Eldery home.

May 2012 SIAS report, St Luke's CE Primary School, Fernhead Road, Kilburn, London, W9 3EJ



Judgement Recording Form (NSJRF)



Name of School: St Luke's Church of England Primary School
Fernhead Road, Kilburn, London, W9 3EJ

Date of inspection: 2012
Type of Church school: Voluntary Aided
Phase of education: Primary
Number of pupils: 194
URN Number: 101134
NS Inspector's Number: 276

Rating 1-4

How distinctive and effective is the school as a Church school?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes

* *Voluntary Aided Schools*