

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Luke's Church of England Primary School			
Address	Radnor Street, Islington, London EC1V 3SJ		
Date of inspection	5 November 2019	Status of school	Voluntary aided
Diocese	London	URN	100443

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	Requires improvement
Additional Judgements	The impact of collective worship	Grade	Requires improvement
	The effectiveness of religious education (RE)	Grade	Good

School context

St Luke's is a primary school with 237 pupils on roll. The largest single group of pupils are of White British heritage, although the proportion of pupils from minority ethnic groups is well above the national average. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is well above national averages. The proportion of pupils who have special educational needs is just above national averages. St Luke's is federated with a neighbouring community primary school. The executive headteacher leads both schools and there is a joint governing body.

The school's Christian vision

Stated as: 'Reach higher than we dream to become the person we really want to be as we do the best we can for the world, for each other and for ourselves. Rooted in 'Seek and you will find' Luke 11.9 and 'Love your neighbour as yourself' Luke 10.27'.

Key findings

- St Luke's is a caring, inclusive and aspirational school at the heart of its community, where, in line with the Christian vision, all are valued and encouraged to give of their best. Pupils and adults are treated with, and afford each other, dignity and respect.
- The Christian vision supports the school's work and relationships but lacks a sufficiently clear and embedded theological underpinning that can be widely understood and shared. As a vision it cannot adequately drive the school's Christian distinctiveness.
- The involvement of pupils in planning, leading and evaluating worship was an area for development at the previous denominational inspection. This has not yet been addressed.
- Governor monitoring and evaluation is not yet sufficiently focused on systematically gathering, reporting and analysing information regarding Christian distinctiveness.
- Supported by the Christian vision, religious education (RE) is a notable strength, reflecting the journey of shared development on which the school has embarked.

Areas for development

- Review the Christian vision to ensure that it can effectively drive the Christian distinctiveness of the school.
- Implement a systematic approach to monitoring and evaluation so that the process underpins and drives the Christian character of the school.
- Develop planning and provision for spirituality so that pupils can flourish and grow spiritually.
- Ensure that pupils become fully involved in their collective worship through planning, leading and evaluation, so that they can take more responsibility and have a greater sense of ownership.

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 caring, inclusive and aspirational school where everyone is valued and encouraged to give of their best. The school successfully promotes its aim to provide love and hope through daily life and learning. Both pupils and adults are treated with dignity and respect and offer each other the same. This is a school that is at the heart of its local community. The long-serving executive headteacher is, justifiably, well respected, by colleagues, governors and parents. She has built a dedicated and inspirational team of teachers. For a number of years, and as part of its mission, the school has reached out to other schools, including local church schools, to help them to improve.

Supported by the vision, pupils are very well behaved, treating each other, and adults, with courtesy and respect. They follow the 'St Luke's Way', exemplified as 'ready, respect, safe', reminders that are effectively used to help keep pupils on track and help them to develop a sound sense of moral responsibility. In lessons, they listen attentively and take a pride in their learning and achievements. Classrooms and common spaces are bright and vibrant, with well-presented displays that celebrate pupils' work. Pupils say that they feel safe in school and incidents of bullying are uncommon and dealt with effectively. Leaders take the welfare of both staff and children very seriously. Promoted by the vision, there is a considerable investment in the wellbeing and mental health of everyone in the school community.

The breadth of the school's Christian vision underpins its work and relationships. It was created to meet the aspirational needs and challenges of pupils in this particular community. However, it lacks a sufficiently embedded theological underpinning that can be clearly and widely articulated. As a vision, it is not currently equipped to adequately drive the Christian character of the school at all levels. Pupils do not always grasp how their school vision, and its associated values, are rooted in the Christian and biblical narrative. Because of these limitations, monitoring and evaluation by senior leaders and governors has not been sufficiently focused on the essential features of being an effective and developing church school. The school lacks a more robust and systematic process for gathering, reporting and analysing information about the impact of the school's Christian vision. Recently, and sensibly so, the school has begun to review the vision.

Pupils' achievements are encouraged by the school's motto, 'always seeking to improve'. Based on a comparison with national assessments, pupils make progress that is broadly in line with national averages for the core academic subjects overall. This includes disadvantaged pupils when compared with similar groups nationally. Leaders have made a useful start in considering how to deepen and embed pupils' opportunities for spiritual development. But there is not a broad and shared definition of spirituality for teachers to plan progressively as pupils move through the school. The use of Philosophy for Children (P4C) makes a valuable contribution through deep and searching enquiries and through the exploration of 'big questions'. The curriculum successfully provides opportunities for global and ecological awareness. Pupils support charities such as Children in Need and regularly collect items for the local food bank. They are becoming aware of their own capacity for change through, for example, action on plastics and a growing awareness of climate matters.

There is a close and productive partnership with three local churches, two Anglican and one Methodist. Clergy and church workers are active through their pastoral support, leading acts of worship and in governance. Inclusive collective worship and school assemblies are an essential part of each school day. Clergy have also been instrumental in encouraging and supporting more biblically-led planning. This helps to provide more structure and focus to each week and ensure a clear religious message. In line with the school's vision, 'dream-catcher' assemblies are held each week. These occasions provide an opportunity to inspire pupils, by inviting former pupils, and other successful adults, to come and share their dreams and accomplishments. Anglican traditions are encouraged, and in particular by the clergy. Examples include, lighting a candle on a special table, using liturgical colours representing seasons and festivals, and introducing pupils to the Eucharist. Prayers are said in assemblies, including the school prayer. Classrooms have prayer and reflection areas, although a number of pupils were unsure as to their precise purpose. The greater involvement of pupils in planning, leading and evaluating their worship was an area for development at the previous denominational inspection. This has not been addressed and pupils are not involved in the collective worship to the extent that they could be. Currently there is no programme for systematically monitoring and evaluating collective worship as a basis for improvement.

RE is a notable strength, reflecting the journey on which the school has embarked. Good and thoughtful subject leadership draws effectively on diocesan advice, ensuring that this is shared and developed among teachers. Regarded as a 'core subject', RE is taught using the locally agreed syllabus and through discrete, dedicated lessons. Teachers use an enquiry-based approach that is enriched by P4C strategies. Planning is effective and ensures adequate coverage. It continues to improve, through for example, the detailing of religious vocabulary that is used in lessons. A developing and efficient system of assessment helps to ensure the raising of standards. Presentation in books is generally good and pupils get some helpful feedback from teachers' marking. RE work is well displayed in every classroom, both in written work and art. One Year 1 child had imaginatively painted a picture where the caption captured her thoughts about the vast and wonderful breadth of creation. This stated 'God created the moon and a ladybird'. Pupils have recently been appointed as members of the 'RE spread the word team'. While too soon to consider impact, the role involves them in being ambassadors for promoting the school's Christian vision and offering expertise in the subject. The subject leader monitors teaching, learning and curriculum coverage, although pupils' outcomes are not reported on a regular basis to governors.

In conclusion, St Luke's is an inclusive school that is rightly proud of its strong commitment to diversity and the needs of the locality. Collective worship meets statutory requirements and RE is in line with the Church of England statement of entitlement. However, it remains at an early stage in considering how the theological and biblical underpinning of the school's vision can effectively drive Christian distinctiveness and character. Consequently, this affects the overall grade of this denominational inspection.



The effectiveness of RE is Good

The standard of teaching in RE is good overall. Pupils, including those who are disadvantaged and those with special educational needs, enjoy the subject make effective progress across the school. They are assessed against the local requirements of each unit of work in the subject and achieve at least in line the expectations.

Executive headteacher	Ann Dwulit
Inspector's name and number	Dr Trevor Walker 908