



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Hanley St Luke's Church of England (Voluntary Aided) Primary School

Wellington Road
Hanley
Stoke-on-Trent
ST1 3QH

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese: Lichfield

Local authority: Stoke-on-Trent

Dates of inspection: 20th April 2015

Date of last inspection: 29th March 2010

School's unique reference number: 124313

Headteacher: Mark Barlow

Inspector's name and number: Helen Gilbert 633

School context

Hanley St Luke's is a larger than average primary school with 472 pupils on role. The immediate catchment area of the school has seen major housing demolition and is awaiting regeneration. Since the last inspection the percentage of pupils eligible for free school meals has increased significantly to 29 percent. The percentage of pupils who have English as an additional language is also higher than average.

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

- The Christ-inspired leadership of the head teacher who models both determination and compassion.
- The governors who provide 'support and scrutiny underpinned by spirituality.'
- Outstanding collective worship, which fosters a sense of reverence in the presence of God, an understanding of forgiveness as demonstrated by his Son and the energising of the Holy Spirit.

Areas to improve

- Review the planning and provision of RE in response to The Christianity Project and to ensure progression in pupils' understanding of other major faiths.
- Embed cross-school moderation and the sharing of best practice.
- Extend the opportunities for pupils to lead and shape whole school worship and to articulate their responses to worship.

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

The Christian values of respect, care, perseverance, encouragement, forgiveness and service are clearly articulated by school leaders, governors, clergy and pupils. The head and deputy are

determined that their Christian faith will permeate every aspect of the life of the school and the chair of governors affirms that Hanley St Luke's is 'a Christian school, not just a church school.' There is a strong commitment to ensuring that every child is recognised as a unique child of God and that the experiences and outcomes for all pupils are the best that they possibly can be. Pupils talk confidently about ways in which the teaching of Jesus influences their attitudes and relationships. This Christian teaching underpins a very robust behaviour policy, which ensures there is a dialogue with pupils that helps them to reflect on their actions and offer an apology when this is appropriate. As a result the behaviour and relationships amongst pupils is very good indeed. Children demonstrate self-control, respect one another and listen to each other. They are confident and articulate when talking about their ideas and beliefs and are able to reflect on life's difficult questions. Consequently the school is popular with parents and draws children from outside the catchment area. Parents describe the school as 'brilliant', 'such a supportive school', 'very different to a non-faith school'. They appreciate the time that the school gives pupils 'to explore important things' and say that it ensures well-rounded holistic development for pupils and prepares them very well for the transition to secondary school. Over the last three years the school has determinedly and successfully worked to improve the quality of teaching and accelerate the progress made by pupils. As a result of a high level of adult support for pupils standards have risen and are continuing to rise. School data for this academic year shows that the school's high expectations for pupils progress are being realised. Whilst raise online data shows that this is true for all pupils the school has been particularly successful in raising the standards achieved by disadvantaged pupils at the end of Key Stage 2. As a result of the commitment and efforts of governors, school leaders and particularly the clergy the relationship between church and school has been strengthened further since the last inspection. The vicar supports the school very well indeed. The curate provides excellent support for pupils, parents and staff particularly those who are experiencing difficult times. Pupils are engaged by his enthusiasm and creativity and this helps their developing understanding of Christian and Anglian traditions and practices.

The impact of collective worship on the school community is outstanding

Collective worship is central to the life of the St Luke's and is highly valued by all members of the school community. Pupils of all ages say that worship influences attitudes and behaviour across the school. They say it helps them develop a respect for God and an understanding of Jesus' command to love our neighbour. A range of colourful Christian banners, which have been created with the children, enhance the environment for worship in the school hall. There are a wide variety of worship leaders, including foundation governors. This enables pupils and staff to participate in worship based on a range of Anglican and non-Anglican traditions and to explore and find value in different expressions of spirituality. Pupils wait quietly for worship to begin and understand the importance of creating an atmosphere of reverence. During worship they participate enthusiastically and willingly. Singing is lively, uplifting and energising. All worship is biblically based and as a result pupils show a very good understanding of old and new testament stories, their chronology, meaning and application to daily life. They talk readily of the moral lessons they take from the parables of Jesus. There is a strong focus on the Trinitarian nature of God. At the start of worship pupils light three candles representing the Father, Son and Holy Spirit and as a result even younger pupils show an understanding of the Holy Trinity. Prayer is central to worship and to daily life in school. Pupils understand the importance of prayer and in the words of the curate they respect the 'sacred space' that is created during times of prayer. The Lord's prayer has a central place in whole school worship. Classrooms have their own worship areas and pupils are encouraged to pray and reflect. The value of bringing the significant events and challenges of life to God in prayer is modelled to pupils. For example the curate prays with families at significant times and will pray with Year 6 pupils every morning before their SATS tests. As a result pupils say they believe that 'prayer changes things'. Worship encompasses all the major traditions and festivals of the Christian year and introduces pupils to Anglican traditions and practices in an age-appropriate way. Termly celebration of the Eucharist for the whole school ensures that pupils develop a clear understanding of the significance of

taking bread and wine for Christians and for older pupils to receive communion if they do so at church. Pupils actively participate and lead prayers in weekly classroom worship and in special class assemblies. They would welcome the opportunity to take a greater role in shaping and leading whole school worship. A year 6 worship monitor keeps a record of worship and foundation governors are involved with the RE and Worship Co-ordinator in termly audits of worship. The evaluation of pupils' responses to worship is an area for development.

The effectiveness of the religious education is good

Religious Education (RE) has a high profile in the school and enhances both the Christian character of the school and the spiritual, moral, social and cultural development of pupils. They say unreservedly that they enjoy RE and the way that it is taught. Older pupils say that they have opportunity to contribute to the questions they will be exploring during a study unit. Christianity is at the heart of the RE curriculum. Strong links between RE and collective worship help to enhance pupils' understanding of bible stories and their life application. By the end of key stage 2 pupils have developed a good understanding of Christian beliefs, practices and values and are able to explore questions of faith and belief. Pupils also learn about Judaism and Islam through discrete study units in lower key stage 2. Additional units in upper key stage 2 would ensure further progression in pupils' knowledge and understanding. Other faiths are encountered through thematic study units. Lesson observations show that the majority of teaching is good or better. Planning and pupils' books show that a good range of skills such as enquiry, questioning, evaluation and reflection are being developed through RE lessons. Termly monitoring by the co-ordinator, school leaders and foundation governors involve learning walks, book trawls, assessments and talking to pupils. These show that achievement is in line with that in the core subjects and that progress is good. The co-ordinator meets with other co-ordinators and this is helping to moderate the schools' judgements and confirm areas for further development.

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

The headteacher models strong, focused and compassionate leadership and enables others to develop their leadership and management skills in a safe but challenging environment. Leadership at all levels ensures that the school is continually developing, that pupil progress is accelerated and that standards are rising. The school's Christian vision is articulated very strongly by leaders and governors who all model Christian attitudes and responses. This Christian vision, which has the needs of pupils at its heart, underpins all the school's leadership decisions. The curate describes St Luke's as a school where you can *'feel the love.'* Nevertheless, leaders and governors are far from complacent and rigorously tackle any barriers to school improvement. Underperformance is dealt with robustly yet with support and in a spirit of justice. Termly governors' meetings begin with prayer. The chair of governors describes their role as providing *'support and scrutiny underpinned by spirituality.'* Governors know their school very well indeed and since the last inspection have sharpened their focus. They take their role very seriously and foundation governors ask challenging questions whilst providing outstanding support in many areas of the work of the school. The clergy also make an outstanding contribution to the life and work of the school both in terms of governance and pastoral support. The curate pro-actively seeks to be a chaplain to staff, pupils and their families and is instrumental in building relationships with parents and the wider community. Pupils are also developing their confidence and skills as young leaders. Members of the school council are proud of their role and cite the range of clubs as an example of changes they have effected. Other pupils lead and serve as team captains, prefects, playground leaders, internet safety champions, buddies, office juniors, library leaders, breakfast club monitors and classroom monitors.