



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Luke's Church of England VC School, Eccleshill	
Address	Fagley Lane, Eccleshill, BD2 3NS

### School vision

We work together to build long lasting, positive relationships. We have the confidence and resilience to succeed and overcome difficulties throughout life. We aspire to achieve our dreams by looking after our mind, body and spirit.

'Your beginning will seem so small, since your future will flourish.' Job 8:7.

'Together we will flourish'

### School strengths

- The school's deeply embedded Christian vision is understood by everyone. It creates exceptionally harmonious, respectful, and supportive relationships, enabling St Luke's community to thrive.
- School leaders understand the needs of the community and work creatively to harness support from a range of sources. This means families and individuals receive the support that they require to flourish emotionally, spiritually and academically.
- Nurture and inclusion are paramount across the school. Pastoral care and support is highly effective.
- Collective worship is the heartbeat of St Luke's school. It is creative, and has an impact on everyone in the school community.
- Religious education (RE) provides pupils with a challenging and exciting curriculum. This enables them in their interest in, and knowledge and understanding of, a range of world faiths and worldviews.

### Areas for development

- Ensure that a shared language and understanding of spirituality is developed. This is so that all can express and flourish in their spirituality.
- Offer further opportunities for pupils to plan, deliver and evaluate worship independently. This is to improve the impact of worship.

### Inspection findings

Leaders, governors and staff in the school know their community well. They have used this knowledge to develop a vision that speaks clearly to the challenges and joys pupils and staff face. Staff and pupils know and explain the biblical basis of the vision. It is because of this that they are looking for ways to 'support each other to succeed and flourish'. From the playground into the classroom and beyond, staff and pupils are inspired by selected Christian values which help to unpack the vision. These are rooted in the school, in the teachings of the Bible and the community that they serve. For example, the value of love underpins the actions in supporting the community. A parent reported that when out shopping their child always takes food and drinks for any homeless



people. Explaining that ‘God loves us, so we have to love everyone the same way’.

Relationships are strong within the school as people seek to share confidence and resilience and support each other in love. To be ‘ready’ each pupil is greeted by their teacher or known adult every day. At the end of each day pupils are thanked for their work. This culture is just as strong between staff. They are actively encouraged by leaders to model the values of friendship in their everyday life in school. It is through this that the vision of the school is lived out. No one is too busy to look up and pass a smile, open doors for each other or share a supportive word. Parents and pupils are rightly proud of the way this builds community and encourages honest and fruitful collaboration. This extends from the family who need support, to honest and open conversations about challenges faced by pupils with special educational needs and/or disabilities (SEND). As one parent commented ‘you can come to this school as the people you are, and they want to know you, they listen’. When things go wrong staff work with pupils and families to seek reconciliation and maintain respectful relationships. Leaders know that life’s challenges have led to difficulties for many around mental health and wellbeing. They have used resources to train staff to support those in particular need. Leaders place the wellbeing and good mental health of everyone as a high priority. Consequently, staff flourish, knowing that their professional development and wellbeing are considered equally. Rooted in love, the school’s exemplary pastoral care makes a difference. Pupils are trained to be wellbeing warriors and staff to be mental health first aiders. This supports pupils to articulate their emotions and understand it is ‘ok to not be ok’. As a result, they feel free to be themselves. Pupils behave well across the school and genuinely watch over one another with unrelenting kindness.

Strong partnerships between the local church and the school are mutually beneficial. Partnership with the Cinderella club, a club which supports the children of Bradford and the community, has supported St Luke’s community. Together they make sure that no one in the school community is left without food, electrical appliances or a Christmas present. This is done sensitively and supports needs in the community.

Collective worship forms the centre of the life of the school embracing those of all faiths and none. It draws people together to reflect, celebrate and look to what they can do in the world. One leader described it as ‘the thread that tells the story of the vision for all to live and understand’. Daily worship is planned and structured to provide powerful opportunities to worship, reflect, praise and learn. Teachers lead worship in their classrooms. This allows pupils to think more deeply about the value introduced by leaders at the start of the week. All are invited to pray and praise. Pupil worship leaders open and close collective worship, leading prayers and responses. They are enthusiastic about their roles but, as yet, are not independently evaluating worship in ways that improve practise. Prayer is very important to the school. Each pupil writes and places their prayers on the prayer tree. Younger pupils are inspired by older pupils who read two prayers taken from the tree. Pupils use the inspiration of the worship to independently compose prayers and share these with the rest of the school. Carefully chosen Bible stories based on love, community, courage and compassion are explored. They challenge thinking, explore the nature of God in Christianity and visibly impact thoughts and actions. Pupils and adults cherish this reflective and engaging start to the day and rightly emphasise its impact on flourishing. Strong and valuable links exist with clergy and the church congregation. Regular opportunities to attend the local church further enrich worship. Pupils are able to discuss at length the meaning of the Eucharist with church leaders. Worship is the precious thread that links this community together in love.

As a result of the inspiration from collective worship, pupils learn about key aspects of justice and taking responsibility. Pupils become agents of change as they learn about issues in their local, national and international communities. For example, the eco club have started ‘cut your carbon use’ for November. The school council raised monies for a buddy bench, enabling peer mentors and buddies to support other pupils.



Learning is built around a clear understanding of flourishing through living out the vision of the school. Leaders and governors are ambitious for every pupil in the school, particularly those who are most vulnerable. Recognising that many pupils need to be inspired to aim high, the curriculum is adapted to include moments for ‘wow’ and chances to reflect spiritually. Pupils recognise the importance of constant challenge, knowing that, with support, they can take their next steps. Staff make time for reflection and encourage spiritual development in many lessons across the curriculum. However, a consistent, shared understanding and language of spirituality are not yet fully embedded.

RE is well planned, sequenced, highly engaging and enthusiastically led. It reflects the school’s vision, matched to pupils’ needs, enabling all to flourish. Books reflect the creative, rich, and engaging opportunities pupils have used to develop their knowledge of world religions. Pupils speak enthusiastically about RE, how it helps you know and share different faiths and how everyone has a voice. They understand Christianity is a global world faith and the importance of learning about worldviews. They are challenged to think deeply and, as a result, express mature and well-reasoned ideas and opinions.

The inspection findings indicate that St Luke’s Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	16 November 2023	URN	107305
VC/VA/Academy	Voluntary controlled	Pupils on roll	210
Diocese	Leeds		
MAT/Federation			
Headteacher	Gemma Ackroyd		
Chair	Nichola Towers		
Inspector	Elaine Bowers	No.	960