



National Society Statutory Inspection of Anglican Schools Report

St. Luke's Church of England Voluntary Aided Primary School

French's Road,
Cambridge,
Cambridgeshire
CB4 3JZ

Diocese: Ely

Local authority: Cambridgeshire
Dates of inspection: 8 July 2009
Date of last inspection: 10 July 2006
School's unique reference number: 110838
Headteacher: Anna Reeder
Inspector's name and number: Bob Miller 357

School context

St Luke's is a small school taking pupils from a diverse range of social and cultural backgrounds. There are 180 pupils on roll almost all of whom live within the catchment area. Around half comes from a White British background and half from a wide range of different ethnic groups, including Bangladeshi and various White groups. The percentage of pupils with learning difficulties and/or disabilities is around 20%. The headteacher has been in post since September 2008.

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

The school's commitment to the development of the whole child within a happy, caring and inclusive Christian environment is central to all aspects of school life.

Established strengths

- The inclusive policy and Christian nature of engaging pupils from a wide range of cultural backgrounds.
- The manner in which the headteacher and foundation governors promote a distinctive Christian vision for the school.
- Pupils' positive attitudes towards collective worship.

Focus for development

- Improve the standard of teaching and learning in religious education [RE] by more rigorous monitoring and focused marking of children's work.
- Engage governors, clergy and pupils more in raising the quality of acts of collective worship, by effective planning, monitoring and evaluation.
- Survey parents, pupils and staff to gain their views on the distinctive Christian nature of the school, to raise the church school profile still further.

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

St. Luke's school is excellent in the way its Christian values impact on a diverse cultural mix of pupils, enabling them to flourish as individuals. The entrance hall contains a vivid display of Christian symbolism. This, together with high quality wall displays throughout the school, creates the impression of being in a special place. This represents satisfactory improvement since the last inspection. The Christian ethos has a positive effect on the pupils' good spiritual, moral, social and cultural development. One parent said "*The way children respect each other and the inclusive nature of the school are its strengths*" The relationships which exist between staff and pupils are based on Christian principles. Children feel happy and secure. Christian values are evident in every part of the school particularly in the way pupils show care and concern for one another. Pupils, including those with learning difficulties and disabilities, enjoy coming to school, where they receive good support. All pupils seek to fulfil their potential and they say, "*We like to think of others before ourselves.*"

The impact of collective worship on the school community is good

Acts of collective worship are good in quality and form an integral part of school life. Worship now contains a period of reflection and with accompanying music becomes a spiritual occasion. This represents good improvement since the previous inspection. The themes for worship lead on from discussions among staff and are planned around the social and emotional part of the curriculum as well as RE lessons. Children say that they enjoy taking part in acting out Bible stories, particularly when in church. Whilst they take part in the evaluation of worship they would also like the opportunity to participate in its planning. Pupils enjoy the opportunity to pray. Most pupils know and understand the Lord's prayer. Acts of worship take place in the hall, which is transformed for this purpose by a Bible and a lighted candle, situated on a table. This display acts as a focal point. The hall has wall displays, including a permanent wooden cross, that add to making it a special place for the purpose of worship. Pupils say they enjoy singing hymns during collective worship and that heard was of high quality. Worship makes a positive contribution to pupils' spiritual and moral development. Every one having a faith and those with none derive strength from worship. The rector is a well-known, regular visitor and the Anglican tradition is valued and pupils' understanding of it grows.

The effectiveness of the religious education is satisfactory

Pupils have a sound knowledge and understanding of RE and the teaching of the subject is satisfactory. The schemes of work have been updated in line with locally Agreed Syllabus and reflect the school's Christian foundation at the same time as giving due weight to other faiths. The RE co-ordinator has developed formal criteria on which to base assessment of pupils' learning and confirm their levels of attainment by comparing them with the core subjects. This represents satisfactory improvement since the last inspection. One pupil said, "*RE helps compare Christianity with other religions and see the similarities.*" However, teachers' marking gives insufficient guidance to pupils on how to improve their written work. From Year 1 children begin to understand Christian symbols and artefacts. Older pupils understand signs and symbols of other faiths such as Hinduism. Encouraging the link between religious belief and their daily life is just one example of how RE in the school makes a sound contribution to pupils' spiritual, moral, social and cultural development.

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

The quality of the leadership of the recently appointed head teacher contributes significantly to the success of the school. She promotes the Christian vision for the school, by treating staff and children alike with a loving and caring attitude. This is reflected in the good behaviour and attitudes of most children. The school prospectus confirms, "*we encourage the significance of faith while promoting Christian values through the experiences we offer to all our pupils.*" This forms the foundation of St. Luke's school. The school staff work closely as a team and they receive strong support from its leaders. The school's management team and governors are establishing clear systems that inform the school's good self-evaluation process. Governors share the Christian vision for the school. Parents, staff and pupils do too but have yet to be formally surveyed for their views in an effort to raise the church profile of the school still further. There are very good links with the parochial church council [PCC] by virtue of a good number of governors being members of both. The church is very well used for Christian festivals, after-school clubs and as a learning resource. The areas identified for school improvement are accurate and include one dedicated to raising the quality of acts of collective worship. Foundation governors and clergy have a monitoring role for acts of

collective worship and RE and this is being formalised to feed into the evaluation process.
The capacity for the school to improve further is good.

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