



Judgement Recording Form (NSJRF)

Name of school: St. Luke's CE (Aided) Primary School
 Address of School: Church Lane
 Lowton
 Warrington
 WA3 2PW

School URN: 106485
 Date of inspection: 15th March 2013
 NS Inspector's Number: 675
 Type of Church school: Voluntary Aided
 Number of pupils: 206
 Phase of education: Primary

Has Diocesan Quality Assurance been obtained for this report? Yes

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

National Society Statutory Inspection of Anglican Schools Report

St. Luke's Church of England Primary School

Church Lane
Lowton
Warrington
WA3 2PW

Diocese: Liverpool

Local authority: Wigan
Date of inspection: 15th March 2013
Date of last inspection: 11th December 2007
School's unique reference number: 106485
Headteacher: Mrs. Christine Groves/Mr. Steve Hardaker
Inspector's name and number: Mr. Frank Driessen (675)

School context

St. Luke's is a slightly smaller than average sized primary school. The pupils are of predominantly white British origin. The school serves an area of social and economic advantage. Very few pupils are eligible for the pupil premium. The proportion of pupils supported through school action is above average, although the number supported at school action plus or with a statement of special needs is below average. Very few pupils are from minority ethnic groups or speak English as an additional language. The school has a number of awards including Investors in People, Activemark Gold, and one for National Healthy Schools.

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

Pupils are secure and happy within a vibrant, caring and welcoming family environment where Christian values underpin all aspects of school life. The whole school faith community promotes a strong sense of responsibility, coupled with a vitality and enthusiasm for learning and moving forwards. Links with the local church are excellent and enhance the Christian distinctiveness of this outstanding school.

Established strengths

- The strong Christian vision of both the joint leadership and committed staff
- The vital role played by the school governors in helping to clarify and promote the school's distinctive Christian ethos
- The excellent behaviour, care and consideration shown by all pupils

Focus for development

- Complete and submit the evidence base to achieve the Church and School Partnership award
- Improve pupil ownership of their learning in RE by developing child-friendly criteria for identifying levels of achievement and how to move forward to the next level
- Develop the teaching of non-Christian faith units through the use of outside visitors and visits to enrich the curriculum

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

Christian values underpin and drive the ethos of this most caring of schools. These values, combined with the recently introduced SUMO4Schools (Stop, Understand, Move On) initiative, have an extremely positive influence on the pupil's learning and behaviour. They enable pupils to understand the qualities needed to live a Christian life and how to know and understand the difference between right and wrong. Pupils love coming to school. One child commented that school was a place where he 'got a great education that was exciting and fun.' Relationships are founded on trust and respect which leads to a real sense of fellowship and community amongst the family of St. Luke's, to the extent that several members of staff have made faith commitments. One parent commented, 'This school is like a little faith

community.’ Another said, ‘The staff draw the best out of our children and help them grow. The nurturing is tip-top.’ The distinctive Christian character is further promoted by the vibrant learning environment, extensive Christian displays and discrete spiritual areas within each class, actively promoting further opportunities for pupils to dwell upon what it means to be part of God’s family. Pupils know that their views are valued, with the school council and recently established ‘Worship Wonders’ both facilitating positive change within the school. Pupils are regularly engaged in developing and using the school environment. The sensory garden enables children to explore the awe and wonder of creation, which is further enhanced by the planting of fruit trees and vegetables. The maturity of pupils’ thinking is seen through the excellent understanding they have of the world around them, their concern for which provides opportunities to raise funds for local, national and world charities. One child commented, ‘It’s important to help them as they’ve not got what we have.’

The impact of collective worship on the school community is outstanding.

Worship is a key element in the school’s Christian witness with parents and pupils commenting very favourably on its centrality within school and their enjoyment in taking part. One pupil said that being in worship gave her a chance ‘to thank God for what he has done for me.’ Another observed that she was able to ‘reflect upon my life and help me realise how special I am.’ The pupils’ engagement is aided effectively by the use of crosses and a carving of the praying hands. A lit candle helps pupils to focus upon the fact that they are worshipping a living God. The practices of the Church of England are well affirmed. The assembly observed was stimulating and engaging for pupils and they participated enthusiastically. Technology was well-utilised in the quiz which the vicar used to cleverly introduce the Easter message using the theme of ‘Possible or impossible.’ The vicar’s role is especially appreciated by the pupils as he ‘tells us stories about Jesus that help us live our lives properly.’ There was good use of music to begin and end the worship and the pupils’ singing was very enthusiastic. Pupils read prayers they had written themselves that encouraged everyone to reflect on the way they could make a difference to the world through their actions. Worship is exceptionally well coordinated, with careful planning, monitoring and evaluation ensuring a confident approach from the wide range of worship leaders. Responses from parents, pupil and the Worship Wonders are used to assist evaluation, with areas for future development being clearly identified and acted upon. Worship Wonders play a very positive role in supporting and extending the worship through their involvement. Enthusiastic parental support for celebrations in church is such that there is usually standing room only.

The effectiveness of the religious education is good.

Standards of teaching and learning within RE are good with some outstanding practice. Collected examples of pupils’ work demonstrate that pupils make above average progress across each key stage and have a good knowledge of Christianity and some other faiths. Well planned lessons make good use of a range of teaching approaches with an emphasis on role play, hot-seating, drama, use of video clips, discussion and interactive learning along with the integration of other subjects such as poetry, music and art. Learning, therefore, is memorable and enjoyable and pupils say that they find the subject exciting and challenging. All of these experiences encourage the pupils to inquire, question and develop their own responses through which they demonstrate how well-informed and articulate they are. Curiosity is developed from the youngest age with one parent being asked by her 6 year old child, ‘Do you love me more than God does?’ The use of the KWL grids which highlight prior knowledge and are used as a starting point for learning enables teachers to effectively assess pupils’ progress. A secure planning and monitoring process ensures pupils cover all aspects of learning. There is an emphasis on exploring how pupils demonstrate the impact of their learning upon what goes on in their lives. This aspect is further enhanced by the integration of SUMO4Schools into the learning process. The progression in understanding and in the pupil’s spiritual and moral development is clear. The good impact made by RE is due to it being very well led and managed by each key stage coordinator, both of whom are very passionate about the subject.

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

Both co-headteachers and all governors promote a very distinctive and focussed school vision based upon Christian values with much enthusiasm, understanding and exuberant commitment. Work towards the Church and School Partnership award indicates a

determination to build upon the already excellent relationship and very strong links between school and parish. These include liturgical and other services held in the church, support for confirmation classes, participation in festivals and workshops, use of the school hall for church social events, support by the Mothers' Union at school fairs, the taking of communion and, finally, church magazine articles to update the parish on what's happening at school which are sometimes written by the pupils themselves. The Christian conviction of both headteachers is clearly evident in all aspects of their shared leadership and there is a very real sense that this is not just a team but a family with a united view of the Christian purpose of the school. Targeted in-service provision ensures excellent succession planning. The appointment of one of the co-headteachers is a positive affirmation of the success of the process. Parents are delighted with the school and are given frequent and varied opportunities for feedback. There is, consequently, a very strong parental bond and they see the two co-headteachers as being a particular strength of the school. All governors are 100% supportive and carry out their roles conscientiously. They have been led by an excellent and highly motivated chair-person. Their active involvement ensures a thorough knowledge of the day-to-day working of the school. Because reports about achievements and developments are regularly received governors also have a very good understanding of the school's strengths. They are very supportive but equally robust in their challenge to maintain the distinctiveness of St. Luke's as an outstanding church school.

SIAS report March 2013 St. Luke's C.E. Primary School, Lowton, Warrington WA3 2PW