

## National Society Statutory Inspection of Anglican Schools Report

### **Hanley St Luke's Church of England Voluntary Aided Primary School**

Wellington Road,  
Hanley,  
Stoke on Trent.  
ST1 3QH

#### **Diocese: Lichfield**

LA: Stoke on Trent

Dates of inspection: 4<sup>th</sup>, 5<sup>th</sup> October 2006.

Date of last inspection: 4<sup>th</sup> – 7<sup>th</sup> June 2001

School's Unique reference number: 124313

Name of Headteacher: Mrs. L Averill

Inspector: Mr Andrew Gilroy 007

#### **School context**

St. Luke's CE VA Primary is a large school working within a mixture of Victorian and modern buildings which are well maintained. The school serves an inner city area of Hanley, close to the city centre of Stoke on Trent. Most pupils are from the local area but there is above average movement of pupils in and out of the school. There is a significant minority of pupils from ethnic backgrounds.

#### **The distinctiveness and effectiveness of Hanley St Luke's Church of England VA Primary School as a Church of England school are good.**

Hanley St Luke's is a good Church of England Primary School with outstanding features, where a strong Christian witness is demonstrated throughout every day. The Christian ethos is at the heart of all that this school undertakes and this is having a demonstrable impact on development and progress of the learners. There is a sense of friendliness, energy and a genuine caring for the individual within a spirit of Christian love.

#### **Established strengths**

- There is a clear Christian vision with high expectations.
- The effective and distinctive learning environment provides for spiritual and moral growth.
- The quality of leadership from the head, senior staff and the governing body.
- The excellent links with the local church and the local community.

#### **Focus for development**

- The governors should systematically monitor and evaluate the impact of Collective worship and Religious Education on the pupils.

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

The Christian ethos of the school is strong and has a significant impact on school life. The learners feel valued and special in this warm and friendly environment. They like coming to school, they enjoy their lessons, and they find it very worthwhile and meaningful. The vast majority of the learners speak of opportunities to succeed and develop personal strengths. They have a sense of achievement at the school and they like their teachers.

Learners say that they are treated with justice, equality and respect in school, and that school is a place where they feel secure, happy and confident. A large majority gain spiritual development through all areas of the curriculum, which are rooted in Christian values. The school regularly provides opportunity for prayer and reflection in worship and at other times, such as the end of the day, which are valued by the learners.

The school strongly promotes good relationships, safe practices and healthy eating through

its PSHE&C curriculum and extra curricular activities, which is evident from the responsible attitudes and behaviour demonstrated by the learners. There is a system of rewards, which encompasses academic achievement, social values and attitudes. This strongly demonstrates the value of and commitment to pupil achievement in all aspects of life, both in and out of school. The learners enjoy and appreciate the recognition of their successes and speak with pride of their achievement.

The parents/carers find the school welcoming and secure. They feel that their contribution to the life of the school is valued. Parents feel that they are given very appropriate time with the head and staff, they appreciate the speed and effectiveness with which all staff respond to any concern. Parents are pleased when their children come home talking enthusiastically about what they have learnt in worship or RE. They strongly support the schools approach to behaviour and healthy living.

The school has a wide range of charitable giving to both national and international charities, which includes Christian charities plus support for people in the local community, which the learners speak about with compassion. The Lent charitable giving is determined by the learners who rise to the challenge and raise significant sums for the charities which they have chosen. In addition, the school has links with a school in Nicaragua which it supports. Accommodation and resources have an outstanding effect on the quality of spiritual reflection, prayer and worship. Throughout the school there are a wide range of stained glass pictures and murals, which depict scenes, from Christian teaching or celebrate the lives of important figures in the locality. The children are proud to talk about each in a knowledgeable manner. Displays on religious themes are very prominent, and give excellent support to religious education and general learning.

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

Collective Worship is extremely important to the learners. They recognise and value its significance in their lives. They enjoy the wide range of people that contribute to the services, realising that whilst the presentations are entertaining, they contain strong Christian messages that the children recognise, understand and can relate to their own lives both in and out of school. They like the way that the message is presented to them, to be actively involved in the learning; they enjoy the quiet times for reflection and the singing. The range of people taking worship gives the learners a broad experience of Christian worship across the spectrum. The learners know and understand the Lord's Prayer. The class assembly services for the whole school take place each week and are extremely well attended by parents and carers who clearly enjoy the experience.

There is a termly Eucharist which members of the church community also attend. The learners have a good understanding of the local church, which is visited regularly for services during the year.

The worship themes are well planned by the coordinator who also monitors the whole school worship times. This should be developed and include the governors in evaluating the impact upon the learners.

The school works closely with the parish where initiatives such as after school services in the parish church also draw in parents who may otherwise not go to church. The prayers and songs used are interrelated between church and school.

#### **The effectiveness of the religious education is satisfactory.**

Following a review of the provision for RE, a new framework was put in place at the start of this term. Learners will study six modules each year to ensure that the syllabus is covered appropriately. This has involved the diocesan adviser who has assisted the school coordinator in her work. Previous work was monitored by outcome through book trawls and shows that the 'Learning About' strand of the curriculum was in line with the other core subjects. The learners are able to make good use of their learning, demonstrating an understanding of the subject, which is above average for their age. Learners can retell biblical passages well and make reasoned interpretations.

They say they like learning about faith, that their peers generally behave well and that when

there are incidents of behaviour that falls below expectations, teachers are good at dealing with the matter in a fair but firm way. Teaching seen was satisfactory but would benefit from greater pace. Generally learners are pleased with their work. The school records show the work undertaken was covered well, a wide range of recording formats were used including ICT. The school uses the diocesan recommendations in reporting to parents. Parents feel this gives them a good insight into the progress that their children make. RE is making a good contribution to SMSC. There are sound, cross-curricular links and circle time frequently is interrelated with the work being covered in religious education. This is impacting well on the learners, some of whom can make good connections.

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

The staff and governors work as a team. All are committed to providing a strong Christian experience for all the learners whilst they are in the school. The Collective Worship and Religious Education coordinator leads the area well and has good plans for the further development of the subject. The governors have a strategic view of the school, which is implemented well by the head and staff. However, whilst the governors are regularly in school, frequently leading acts of worship and sharing the Christian message and appear to have an understanding of the schools progress, they do not formally monitor and evaluate the impact of the Christian dimension of school life upon the children.

There is very good involvement with the local parish; learners regularly are involved in services, the head makes an annual report to the annual church meeting, one third of whom are also governors of the school. Parents are asked for their views on a regular basis through a questionnaire concerning the importance and impact upon the learners of the church schools status. The returns indicate that parents are extremely supportive and appreciate the work of the school and its impact upon their children.

SIAS report October 2006 - Hanley St Luke's Church of England Voluntary Aided Primary School, Wellington Road, Hanley, Stoke on Trent, ST1 3QH