

National Society Statutory Inspection of Anglican Schools Report

St Luke's Church of England Voluntary Controlled Primary School

Fagley lane
Eccleshill
Bradford
BD2 3NS

Diocese: Bradford

Local authority: Bradford

Dates of inspection: 17th December 2007

Date of last inspection: 19th June 2003

School's unique reference number:107305

Headteacher: Mrs Joanna Kurasinski

Inspector's name and number: Mr R D Masterton No. 483

School context

St Luke's CE Voluntary Controlled Primary Schools serves an urban residential district of NE Bradford. 21% of children are on the special needs register, 16% are eligible for free school meals and 5% speak English as an additional language. About 82% of the children are white. The school is immediately adjacent to the parish church

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

St Luke's CE Church of England Voluntary Controlled School provides a high quality of Christian-inspired education that is fully inclusive. The Christian ethos is very evident and greatly valued by children, parents and staff. It nurtures a community where children grow to become confident, caring, sensitive and achieving youngsters who work and play happily together. The school is well placed to further improve as a church school, by making greater use of evaluation and consultation, to judge the impact and effectiveness of its work.

Established strengths

- The Christian principles that underpin all aspects of school work and development.
- The personal development of the children who all achieve well in a community where they know they are encouraged and cared for.
- The enthusiasm of children for their collective worship.

Focus for development

- Use more systematic approaches to school self evaluation, led by foundation governors in order to inform judgements on issues for church school development and improvement.
- Extend consultation across the wider school community to ensure that the views of all stakeholders are taken into account when evaluating the effectiveness of school provision for personal development and collective worship.

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

There is a powerful and tangible Christian ethos within the school that inspires relationships of care and concern among children and between children and their teachers. All groups of children achieve well due to the special attention given by staff to individual needs and the way that they are encouraged to learn. Children describe how they are helped if ever they have any difficulty and are not left behind. Learning is helped by a very strong community cohesion between children which makes the school fully inclusive. They support one another. Children come from many different backgrounds and personal circumstances and work very happily together in a school family characterised by outstanding behaviour, good spiritual

development and very positive attitudes to both learning and worship. Parents of all faiths or none respect and praise school provision. They value the way that children grow to understand the distinctive mission of this church school and the way that it nurtures their growth and development. Children respond well to the demands and challenge they are offered. They work hard and are sensitive to the needs of others, both in school and beyond, particularly those who are less fortunate than themselves. All children are involved in interpreting how they respond in their classes to the school mission. Older children are quite prepared to think about and discuss what a Christian perspective on attitudes and behaviour expects, but lack some confidence in confronting the intellectual difficulties of Christian belief and taking initiatives themselves. Children's work is celebrated throughout the school particularly through displays linked to Christian festivals and social issues such as bullying. Their quality shows the high degree of creativity, spiritual awareness and empathy that children have realised.

The impact of collective worship on the school community is good

Collective worship and prayer occupies a central place in the life and routine of the school bringing adults and children close together. There is considerable variety in the worship children experience with a service held weekly in the church led by the parish priest, together with services conducted by the head teacher and regular contributions from class teachers. Worship includes stories, listening to music, time for quiet reflection, prayer and celebration. Parents may attend any service and many do, particularly for worship led by individual classes. Children participate enthusiastically through their singing, drama and joining in with worship activities when invited. Foundation governors often attend. For older children participation becomes more creative; they develop and present acts of collective worship themselves., For major Christian festivals, such as Christmas, worship is of a very high quality. All children participate and make contributions and these are greatly valued by parents. Children from all faiths are meaningfully included in the significant acts of Anglican worship held in the school or the adjacent church. Children remember the worship they have enjoyed; they relate the content to what they have learned in their religious education but also value it as an inspiration for their own decisions and behaviour, particularly towards others. Collective worship is well planned, following the Anglican calendar and traditions but allowing creative and topical issues to be included. Music forms an important dimension of whole-school worship and children's behaviour and interest are outstanding. The worship that they enjoy together, and in particular the associated activities that children undertake themselves, merit being shared more widely with the church community

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

The measured, evaluative approach of the head teacher, who has been in post for four terms, is building improvement within a well established tradition of good provision and sound achievement. The Christian mission and character of the school is very clearly expressed especially in respect of the way that it is based around worship, prayer, love, forgiveness and religious education. Foundation governors are highly committed to the Christian foundation and ethos of the school and make a considerable contribution of time and talents in support of its work. There is a governor attached to each year group cohort who watches its progress as the children grow older and this provides the governing body with powerful evidence of school effectiveness. However more formal approaches to church-school self evaluation are needed to better inform governors' judgements concerning how the school can further improve as a church school. The school staff are highly committed to developing a quality educational experience based on the school's Christian foundation and there is a strong cohesion of purpose established over many years of working together. Parents are both aware and greatly supportive of, the special quality of the school. However, there is a need to widen consultation with parents and children to give school managers more accurate evidence of the impact and effectiveness of new measures and changes that are being put in place. The regular use of the parish church for weekly collective worship and for major festivals and events, fully supports and strengthens the partnership between school and church and many parents join in these activities.