

## Keeping On Track

<b>School</b>	<b>St Luke's Church of England Primary School, Formby</b>
<b>Adviser</b>	<b>Robert Haigh</b>
<b>Date of Visit</b>	<b>7<sup>th</sup> February 2024</b>
<b>School's theologically rooted Christian Vision</b>	<p style="text-align: center;">God is love</p> <p style="text-align: center;">to learn, to succeed, to value one another as God's children</p> <p>Strong relationships, founded on Christian values, enable our pupils to flourish and leave St Luke's as happy, confident and ambitious learners with a strong sense of community responsibility and social awareness. Our theologically rooted Christian Vision places Jesus at the centre of all we do, as we celebrate 'life in all its fullness' (John 10:10).</p>
<b>How was the vision developed and how does it respond to the CONTEXT of the school?</b>	<p>The vision and values were developed in a wide stakeholder - staff, parents, governors, children and churches – consultation. This happy school knows and understands well the changing characteristics and needs of its constituency and is adapting provision accordingly. Its vision and associated core values provide strength of identity and consistent sense of purpose. They bind this aspirational community together and support adults and pupils to flourish.</p>
<b>How does the school environment and digital presence celebrate its theologically rooted Christian vision?</b>	<p>The school's physical environment, including the gardens and quadrangle, is rich, stimulating, attractive and thought-provoking. It is a visual celebration of the deeply embedded vision and values which are lived out on a daily basis. Pupils say the imaginative and informative displays and reflection areas promote their understanding of the vision and values. Thus, the school's environment, ethos and culture are inextricably linked. Its website and digital presence are becoming a joyous affirmation of the vision and its impact.</p>
<b>To what extent have the area/s for improvement from the previous SIAMS inspection been addressed and with what impact?</b>	<p>The most recent SIAMS inspection took place in April 2019. The area for development related to the Religious Education (RE) curriculum.</p> <p>The experienced and effective RE leader has crafted an ambitious and creative curriculum which has successfully blended the key elements of contributory schemes. This transition has confirmed the very high profile of RE as a strength of the school. It has also secured rich and varied learning opportunities for all pupils. They say that they value and enjoy RE lessons, finding them engaging, creative and challenging. They confidently articulate knowledge of the Bible and are able to respond to big questions. RE is embedding their biblical and theological literacy to enable them to express their learning with improved accuracy and sophistication. It is also promoting their spiritual development and their deeper understanding of Christianity and other world faiths and views.</p>

**How is the school's  
theologically rooted  
Christian vision  
enabling pupils to  
flourish?**

The school goes to great lengths to ensure that pupils, including those with SEND, have all the help they need to access and benefit from the curriculum. This is a nurturing school where staff go the extra mile so pupils feel loved and cared for. Pupils say that they feel safe and valued as unique individuals. They love coming to the school and talk enthusiastically about how they are developing as independent learners.

They are enabled in their academic, creative and spiritual flourishing through the broad and varied provision of formal learning opportunities, enrichment activities and the leadership responsibilities open to them. All pupils enthusiastically embrace the very wide range of opportunities to develop their talents, interests and hobbies. Inspired by the vision and values, pupils know the importance of dignity, love and respect for all. They are enthusiastic about the courageous advocacy programme which they say helps them to understand how they can make a difference for others and enable them also to flourish.

Pupils' emotional health and wellbeing are given a high priority. They know that they can speak to adults at any time and that they will be listened to.

Aspects of spirituality are generally explored in lessons and in worship. Linked to the vision, these opportunities allow pupils to recognise their spiritual selves and strengthen their awareness of their place in the world. However, experiences are not explicitly planned across the curriculum and a shared understanding of spirituality is not yet fully developed.

The vision promotes aspiration. Pupils are keen to succeed and live up to their teachers' high expectations. They speak enthusiastically about their participation in many events and activities in school and with confidence about their future ambitions.

<p><b>How is the school's theologically rooted Christian vision enabling adults to flourish [staff, governors and parents]?</b></p>	<p>Staff describe the school culture and ethos as compassionate, caring and encouraging. They say that they feel valued and listened to. Staff speak about the high degree of mutual support and teamwork they enjoy. They appreciate the high priority given to their welfare. Leaders offer an 'open door' to any staff who have concerns or problems. Staff are consulted about change and its impact on their workload and wellbeing. The school invests in its staff and the effectiveness of the professional learning community is enhanced by opportunities for staff to take part in training and development projects. They flourish as their specialist expertise grows in the Christian context that the school provides.</p> <p>Governors are vigilant and visible in fulfilling their professional role. They feel to be welcome members of the team and this builds their knowledge, understanding and confidence. They enjoy a good relationship with leaders and staff and fulfil their responsibilities to monitor, review, support and challenge. They do this knowing that the vision and values help them to contribute to the school's proactive culture of nurture and encouragement in enabling everyone, governors included, to reach towards their potential and flourish.</p> <p>Parents are appreciative of the welcome the school affords them and the ways in which they are consulted. Effective communication with families, including via four parent governors, builds and sustains trust. The atmosphere of calm and exceptional relationships mean that parents feel part of the united endeavour and have great confidence that the school has the best interests of their children at heart.</p>
<p><b>Agreed current strengths:</b></p>	<p>A deep, shared and nourishing understanding of the school's vision, values and mission lies at the heart of the ambitious curriculum and every plan, decision, development and activity within the school. Through learning and guidance it is enriching the lives of pupils and adults alike. The expansive, forward-looking vision provides a picture of the future that produces passion, inspiration and commitment. As a result, the pupils and adults grow together exceptionally well.</p> <p>All members of the school community are encouraged on their faith journey and inspired to serve God and others. Pupils' horizons are lifted in this outward-looking school. Their understanding of the world beyond their immediate context is expanded by a range of exciting projects, including local, UK and international opportunities for service, partnership and advocacy.</p>

	<p>The dedicated, rigorous and nurturing leadership of the headteacher is inspired by the vision and values. Leaders and staff create a warm, inclusive, equitable and aspirational school culture. It welcomes, embraces and supports all, including the vulnerable and those with special educational needs and disabilities (SEND). Staff are adept at delivering and adapting the curriculum for all pupils. This enables pupils to grow, learn, succeed and value one another as God’s children as intended by the vision statement.</p> <p>Loving and caring relationships are a palpable strength throughout this distinctive Christian school family. The quality of relationships, inspired by the vision, provides pastoral support, celebrates success, acknowledges weakness and promotes forgiveness, trust and reconciliation. As a result, adults and pupils are able to flourish and grow as God’s children.</p> <p>The school’s vision and values are central to all acts of worship. Pupils recognise that collective worship is a special time. They say it provides opportunities for them to learn from the teachings of Jesus, reflect on the core values, pray, ask big questions, share responses and praise God. Collective worship thereby encourages individuals in their spiritual growth and understanding.</p> <p>The school is a hub of the community and enjoys effective links with the parish church, Churches Together, local organisations and the diocese. The collaboration with St Luke’s enables pupils to experience what it is like to be members of a wider worshipping community. The partnership between the school and St Luke’s Church is varied, dynamic and mutually beneficial.</p>
<p><b>Agreed areas for development:</b></p>	<p>Continue to develop provision for collective worship through training and guidance for staff and pupil worship leaders. This will fully involve them in evaluating the impact of worship on the spiritual growth of the school community.</p> <p>Continue to create a shared definition, understanding and language of spirituality amongst governors, staff and pupils. Use this to provide rich and relevant experiences which nurture spiritual development across the curriculum and school life.</p> <p>Ensure that the leadership and management of the school’s ground-breaking projects extends and consolidates the opportunities for pupils to explore issues of learning, difference and injustice in the world at large and continues to encourage them to respond with impact.</p>

	<p>Enable governors, staff and pupils to prepare the school for the next SIAMS inspection under the 2023 Framework and the seven Inspection Questions (IQs) contained therein. The refining of the school's SIAMS self-evaluation processes in identifying and evidencing the impact of the vision across the school is already underway.</p>
<p><b>Contribution of the Multi Academy Trust to the school's Christian distinctiveness</b></p>	<p>N/A</p> <p>The matters of academy development and multi-academy trust membership are under consideration by governors and leaders. They are a standing item on Full Governing Body agendas, although a decision on academisation has been deferred for two years.</p>
<p><b>Signed Headteacher</b></p>	<p><i>Sharon Cowey</i></p>
<p><b>Signed Adviser</b></p>	<p><i>Robert Haigh</i></p>