



National Society Statutory Inspection of Anglican and Methodist Schools Report

<p>Beeston Hill St Luke's Church of England Voluntary Aided Primary School Beeston Road Leeds LS11 8ND</p>	
Diocese:	Ripon and Leeds
Local authority:	Leeds
Dates of inspection:	10 May 2013
Date of last inspection:	25 June 2008
School's unique reference number:	108052
Headteacher:	Mrs Louise Booth
Inspector's name and number:	Ruth Packwood 524
School context	
<p>Beeston Hill St Luke's is a larger than average sized primary school serving Beeston and Holbeck. The school is situated in an area of socio-economic deprivation. The area has changed significantly since the previous inspection. Nearly half of the school population are now from minority ethnic groups, which is almost twice the national picture. The number of children entitled to free school meals has increased to 36.3%, which is significantly above the national average. The number of SEN pupils is double the national average. The current Head teacher was the Deputy Head teacher at the time of the previous inspection and took up her post in 2011 on the retirement of her predecessor.</p>	
The distinctiveness and effectiveness of Beeston Hill St Luke's Voluntary Aided Primary School as a Church of England school are outstanding	
<p>Beeston Hill St Luke's is a school whose effectiveness is based on its distinctiveness as a church school and where all staff are committed to going 'the extra mile'. The local community, staff, and external agencies recognise the outstanding difference the school makes to the life chances of all pupils and as a result the school is heavily over-subscribed. The staff work hard to identify and compensate for any barriers to learning. As a result every child, whatever their starting point, makes outstanding progress.</p>	
Established strengths	
<ul style="list-style-type: none"> • The way in which the distinctive Christian character of the school enhances the learning and development of the whole school community. • The 'extra mile' mentality which is evident and firmly embedded across every area of school life. • The commitment of the Governors and the leadership team to the continuing development of the school as a church school and as a place of academic excellence. 	
Focus for development	
<ul style="list-style-type: none"> • Increase the emphasis on AT2 across the RE curriculum to allow opportunities for the children to reflect more on their learning and to develop their own spirituality. • Increase opportunities for spiritual development by creating an outside area for quiet reflection. 	
The school, through its distinctive Christian character, is outstanding	
<p>'I'm speechless because it's a really good school, I love it', was a comment made to me by one child. Another told me how teachers run clubs after school, 'They don't get paid for it, they go the extra mile'. It is encouraging that the children are well aware of the school's distinctive Christian character and an endorsement of the fact that all the staff are motivated by the desire to see Christ's teachings lived out in daily life at St Luke's. This is the basis of the excellent relationships within the school and evidenced through the love and kindness that staff show towards each other, the children and their families. The school is a diverse</p>	

community and the Christian character promotes understanding and respect. One child, fairly new to the school, said, 'This school is different in a good way. Nobody fights and everyone makes friends.' A desire for the very best for each child promotes the drive for academic excellence. Rigorous individual assessment and termly discussions about pupil progress identify any barriers to learning and resources are deployed carefully to meet or compensate for these needs. As a result all children, including those with special needs, make outstanding progress and achieve well. Parents are delighted with the school and the way in which it is respected in the local community. All feel that children are treated with respect and compassion and are helped to achieve what they are capable of.

The impact of collective worship on the school community is outstanding

The Foundation Governors and the RE co-ordinator have completely reviewed the planning and provision for Collective Worship since the previous inspection. Based on the Church of England Lectionary, there is excellent continuity and variety whether the worship is led by school staff, local clergy or a leader from a different Christian tradition. Plans on the weekly theme are given to staff to use in class-based worship sessions. Evaluation through discussion with small groups of children is now embedded in the cycle and the feedback is acted on. Worship is an integral feature of school life. Each classroom has a dedicated area with a cross, a candle and a book of prayers written by the children. This comprehensive provision has produced learners who are very enthusiastic about worship whether in their classrooms or with the whole school. They enjoy the contributions from staff and from visitors. They show great respect for each other and for those with different faith perspectives. One child said, 'It's lovely, like a home feeling', and another, 'It makes me feel calmed down'. The Friday worship summarised the week's teaching on Prayer. Children responded in a mature and reflective way, they were engaged and obviously found it meaningful. Children take up the opportunity to request prayer and groups of children research world issues and choose a focus for prayer. Staff meet regularly to pray for each other and for the needs of the school and wider community.

The effectiveness of the religious education is outstanding

School is a diverse community and those of other faiths or beliefs feel supported and respected. One child said, 'I personally am not a Christian, but this is a really good Christian school.' RE is given a high priority in the school and the outstanding co-ordinator is given release time to ensure that this is sustained and developed. She has supplemented her training by researching outstanding provision models and has developed a comprehensive plan which meets statutory requirements. In order to better reflect the changing school community, the school is increasing the time spent on the teaching about Islam. There is an increased emphasis on balancing learning about and learning from religion and this was evident in two outstanding RE lessons. A variety of interesting learning activities provided fully for the needs of all learners. Learners are able to apply their knowledge and skills in personal reflection from a very young age. Assessment is highly effective. Levelled assessment statements from the local agreed syllabus are integrated into the RE planning and the high levels of achievement are exemplified in a portfolio of work. Staff surveys indicate that they feel well-supported and confident in delivering RE.

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

The Governors, through careful succession planning, have managed the transition to the new Head teacher very skilfully. Under her strong leadership, the Christian vision has been revisited, made more explicit and through beautiful displays and planned dissemination is shared by everyone in the school. She has continued to deploy the existing staff highly effectively and new appointees share the vision of the school as a church school and are chosen for the specific contributions they can make. No-one is at all complacent about the outstanding judgements achieved in the past, and all are committed to a continuous cycle of review, evaluation and improvement. Thus, though the school is still outstanding, it has changed and improved over the past few years. Opportunities to involve the local community are well thought out as in the 'Tea and Cakes' sessions for grandparents which also support the children's development in speaking to wider audiences. The recently appointed vicar has been overwhelmed by welcome he has been given and the kindness he has been shown. Future leaders of church schools are identified and given the opportunities for professional development that they need.

SIAMS report May 2013 Beeston Hill St Luke's, Leeds LS11 8ND