



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Beeston Hill St Luke's Church of England Voluntary Aided Primary School	Beeston Road, Beeston, Leeds LS11 8ND
Current SIAMS inspection grade	Outstanding
Diocese	Leeds
Previous SIAMS inspection grade:	Outstanding
Local authority	Leeds
Name of multi-academy trust/ federation	N/A
Date/s of inspection	19 th January 2018
Date of last inspection	10 th May 2013
School's unique reference number	108052
Headteacher	Louise Booth
Inspector's name and number	Pauline Hilling-Smith 641

School context

This larger than average sized school is situated close to Leeds city centre and is in an area of considerable social and economic disadvantage. There has been a significant increase in immigrant families moving into the area. Over half of the school population (57.9%) is from minority ethnic backgrounds. This is significantly above the national average and is a year on year increase of nearly 4%. The percentage of pupils with special educational needs is average. The number of pupils eligible for the pupil premium is nearly 24% having recently fallen to slightly below the national average. The school was listed in the top 250 schools for achievement of all pupils and achievement of the most disadvantaged pupils. The headteacher was in post at the time of the last inspection. The church is within a ten minute walk from school. A specialist teacher of Religious Education (RE) was appointed in September 2014

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

- The leadership of the school guides its Christian vision strongly and this makes a major contribution to the distinctiveness and effectiveness of the school.
- The strong relationships between the staff and pupils, clearly rooted in gospel values, are based on kindness and friendship.
- Pupils make excellent progress from their starting points due to a holistic approach which serves individual needs.
- Pupils' behaviour is exemplary because expectations are deeply embedded in the life of the school.

Areas to improve

- To develop further the detail of each individual's achievement in RE in order to inform more sharply targets set for improvement.
- To ensure that pupils have increased opportunities to plan, deliver and evaluate collective worship.

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

Parents are clear from the start of their children's education that this is a church school because this is established straight away. Parents identify the Christian ethos of welcome and acceptance as the school's most distinctive feature. They identify this as the key to how the school successfully integrates pupils from a variety of backgrounds and how it creates a harmonious community. The Christian mission statement of 'We believe in God the Father and salvation through our Lord Jesus Christ' is illustrated through an emphasis on relationships based on love, kindness and friendship underpinning all aspects of school life. Christian values are embedded into learning opportunities throughout all of the school's work. This ensures that all pupils become happy respectful learners and as demonstrated in the well above average standards achieved each year. Spiritual, moral, social and cultural (SMSC) development is delivered through a broad, creative curriculum. This delivers clear cross curricular links, successfully tying everything together through the strong Christian values. Reflective areas in classrooms are effective because children's prayers are celebrated and changed frequently thus encouraging use by the pupils. Relationships throughout the school are very strong and demonstrate the values in action. Everyone is known by their name and everyone is prepared to 'go the extra mile' for someone else. Pupils' behaviour towards each other and around the school is exemplary and reflect clearly the Christian values. The staff have high expectations and aspirations for the pupils. Attendance at school is above the national average and pupils say they enjoy coming to school and they feel very safe. The school's distinctive and inclusive character ensures that pupils participate fully in the work presented to them by the staff. Classrooms are attractive and celebrate the pupils' work. Displays show clearly the school's use of 'Understanding Christianity'. Religious Education (RE) contributes very significantly to the development of the school's Christian character. This is because pupils are given time in RE lessons to consider the big questions such as 'What did God have before he created the world?' and 'Why did God make Adam and Eve?' There is a clear respect for diverse communities because pupils and adults talk about how they give respect to each other's faith. Visits to different places of worship take place offering good opportunities to deepen understanding even further. The pupils understand how many people in other local and wider communities are less fortunate than themselves and they work to support national charities. The vicar is a regular and frequent visitor to the school and he plays an important part in the life of the school. Church leaders from other Christian communities are also regular visitors and make a particularly significant contribution to pupil's knowledge of the Bible. Services in church are valued by families and the pupils and staff who often attend Sunday services and some of whom are members of the church council. Areas for improvement from the previous inspection have been prioritised in school development and as such addressed successfully. For example, pupils now reflect more frequently and confidently about their own spirituality and the new reflective garden includes three silver birch trees which the pupils talk of as representing the Trinity.

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

Worship is seen as a very important part of school life. The weekly format for collective worship enables pupils to develop a deep understanding of themes being explored. At the beginning of the week often the children's worker from the City Evangelical Church introduces the theme or story and emphasises the links to the Bible. Bible stories are carefully chosen and made relevant for all the pupils, enabling them to contribute, often through drama, and engage with the learning. On two days of the week class collective worship allows the pupils to explore the theme more deeply in a smaller group. The vicar regularly expands on the theme each Wednesday. Interest, attention and respect are evident with all engaging enthusiastically or with sensitivity depending on what is being delivered. As a result collective worship is often inspirational. Pupils explain the reasons for the colours shown on the altar table and a member of the worship team lights the candle and leads the liturgical responses with pride. Prayer and reflection are an integral part of daily life as well as within worship. One pupil commented 'you don't need to be in a special group or place you can just close your eyes and pray'. Pupils talk about prayer as an integral part of their life. A world prayer is written by the pupils each week based on what is happening globally. This is read out on Fridays to close the week. A prayer week is held each year when a classroom is turned into a prayer space to which every child has access. It incorporates a range of different ways to pray, reflect and seek God's word. The pupils speak very positively about this annual experience. Pupils are encouraged to relate the Bible stories to the school's Christian values and their own behaviour and are confident to share their views and reflections. Pupils understand God as Father, Son and Holy Spirit and relate the Trinitarian aspect to the three silver birch trees in the reflective garden. Foundation governors frequently attend and evaluate collective worship as well as seeking pupil's views on an informal basis. This ensures that the quality of the worship remains outstanding and increases governor awareness of a major part of school life. Music is an integral part of worship and contributes to creating the special atmosphere. Older pupils are very proud of their involvement in planning,

delivering and evaluating collective worship and as a result what they arrange is of high quality. They would, however, like the opportunity to do this more frequently. Clearly worship is a highlight of the school day with prayer and reflection being integral to all aspects of school life.

The effectiveness of the religious education is outstanding.

RE is identified as an important subject which is given a high profile across the school. It is enhanced by the wide range of pupils from other ethnic and faith groups and supported by leaders of other faiths contributing to the teaching of RE to older pupils. RE is an integral part of the curriculum and pupils' progress is at least good and sometimes remarkable. This is because the specialist teacher has excellent subject knowledge and the co-ordinator ensures consistent, high quality planning. The subject leader and co-ordinator ensure staff are well supported and, as a result, lessons are interesting and stimulating and pupils' achievement is high. In a Year 1/2 lesson the pupils were talking about the creation, the teacher deepening the pupils' understanding well through discussion and dance. An impressively thought provoking lesson in Year 6 class focused on identifying and comparing the concepts of Ik Onkar in Sikhism and Christian concepts of God. Teachers' lesson planning is clear, as are the expected pupils' learning outcomes, with planning focusing on individual pupils ensuring that all can succeed. The governors monitor RE and are aware that the school has just moved over to a new syllabus and is incorporating aspects of 'Understanding Christianity'. The curriculum is further enriched through a wide range of visits to places of worship such as a mosque, a gurdwara and a Hindu temple. The RE coordinator attends regular training and shares developments with staff. A Year I lesson taught based on new materials showed that the pupils have a very deep understanding of 'big questions'. The RE co-ordinator monitors pupils' progress through discussion and observations and through pupils' work. This enables clear assessments of pupils' progress in RE. However the school recognises that it needs to develop further the detail of the assessment of progress of each individual now that the new planning is in place. Through the importance the school places on its values, there is a clear impact on the pupils' spiritual, moral, social and cultural development: as a result, they understand right from wrong. The school's development plan targets spending on RE demonstrating the importance it gives to the subject.

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

The headteacher is a highly respected and effective leader. She has had significant impact on the development of the school as a church school. In particular, she has ensured that partnership with leaders of other faiths has been given a high priority. The interfaith panel set up by the school has been highly effective in promoting the working together of leaders across the community. All school leaders lead through example and have a very clear vision of Christian education based upon equality and tolerance which are consistently promoted. The development of the whole child is rooted in distinctively Christian values. This is articulated by all leaders and is evident throughout the school. Christian values are embedded into all interactions between adults and learning opportunities across the whole school. This ensures that pupils become confident, ambitious and aspirational learners. This is apparent in the high standards shown by the school's consistently high attainment data. Spiritual, moral, social and cultural development is delivered through a balanced, creative curriculum which makes clear cross curricular links successfully tying everything together through strong Christian values. There is highly effective strategic leadership which meets the needs of the pupils and the community very well. Initiatives are monitored and their impact evaluated collaboratively. A strong emphasis on professional development for all staff stems from the headteacher's very inclusive style of leadership which promotes strong teamwork and empowers all staff. Strong partnerships exist with other agencies, including the diocese, where school leaders regularly attend training. These links ensure that best practice is shared and self-evaluation is accurate. A strong and mutually supportive relationship exists with the church and its vicar. Governors are very supportive of school and challenge effectively. Leadership of collective worship and RE has a very high priority and leads to highly effective practice. Parents speak very highly of the school and say it gives the pupils good morals and personal inner strength which they can call upon in hard times. Parents say they appreciate the school's distinctly 'Christian environment'.

The school meets the statutory requirements for collective worship and R.E.