

National Society Statutory Inspection of Anglican Schools Report

St. Luke & St Philip's C.E. Primary School

Hancock Street
Blackburn
Lancashire
BB2 2LZ

Diocese: Blackburn

Local authority: Blackburn with Darwen
Dates of inspection: 19th January 2012
Date of last inspection: 11th September 2008
School's unique reference number: 119504
Headteacher: Mrs Pam Scott
Inspector's name and number: Mr Paul Adnitt 590

School context

St. Luke & St. Philip's school is an urban school situated in a deprived area of Blackburn. There are currently 210 pupils on roll. The range of ethnic backgrounds and cultures has spread as more asylum seeker families settle into the area. The percentage of children with special educational needs is above average and currently twenty one languages are represented in the school. The nursery and reception classes are both located in the separate children's centre adjacent to the school.

The distinctiveness and effectiveness of St. Luke & St. Philip's as a Church of England school are satisfactory

St. Luke & St. Philip's school places great emphasis on its Christian ethos and this impacts on the children by providing a safe and caring Christian atmosphere. Christian values guide the leadership and management of the school. There is a determination to build on these values to further improve the school as a church school and develop its present strengths. There are excellent relationships, grounded in Christian principles, between staff and pupils which provide a firm foundation for improvement.

Established strengths

- The close and productive links between school, church and local community
- Pupils are polite and well mannered
- There is an open recognition that the school can and will develop further as an effective church school
- The quality of relationships between pupils and teachers and within the school family

Focus for development

- To develop an effective system of self-evaluation of the school which involves all stakeholders, including governors and staff. This will highlight areas for development that can be addressed by the whole school community
- To develop worship in order to encourage a greater involvement of all pupils and staff and to continue to improve planning of worship and evaluation of its impact on pupils.
- To build on the good quality of religious education teaching in the school
- Develop the school environment in order to make the Christian nature of the school more obvious to pupils, staff and visitors alike.

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

The school provides a supportive environment which contributes to the all round development of most of the children. The headteacher has a strong commitment to developing the Christian ethos of the school and this is shared by members of the school staff. The school is welcoming and encourages pupils to develop a sense of belonging, confidence and

independence. The school promotes spiritual development within a context of Christian beliefs, values and worship and provides pupils with opportunities to explore the Christian faith, develop a relationship with God and develop their own spirituality. Pupils are also encouraged to make a positive contribution to the life of the school and the wider community. Pupils say that the school helps them to settle by encouraging friendships and by staff being kind and valuing them. Pupils are well supported and recognise that staff work hard to help them settle and work in school. Pupils know that friendship issues are dealt with promptly and effectively. The school has involved children in a number of fundraising events. The majority of pupils are happy at school. Parents value the supportive nature of the school. One parent commented, "This is a caring school where children are happy". They appreciate the fact that the headteacher is always available for them. All religious and cultural backgrounds are valued. The school has an effective school council with representatives from each class. Christian signs and symbols are in evidence around the school. Each class has displays around religious education themes and these enhance pupil's spiritual development.

The impact of collective worship on the school community is satisfactory

Worship is an important part of school life and this has a positive impact on the spiritual development of most pupils. There is a daily act of collective worship and children meet as a whole school or in key stage and class groups. Worship is recorded in the collective worship monitoring file. Pupils evaluate worship by completing a child-friendly proforma. This is used to inform future planning. An appropriate Focal point for worship in the school hall is the altar table where candles are lit and key Christian symbols/texts are displayed. Behind this is a large cross and a large display of the Lord's Prayer. Pupils sing enthusiastically and their behaviour is excellent. Times of reflection and prayer contribute to their spiritual development. During worship pupils have some opportunities to contribute. Pupils express positive attitudes towards, worship though many children are unable to express what worship means to them personally. The vicar is a regular visitor to school and leads worship. All teaching staff attend and lead worship. All classrooms have a worship area which includes key Christian symbols, prayers and reflections. Special events in the Christian calendar are celebrated, as are festivals of other faiths. Pupils are familiar with Anglican traditions through attendance at church for occasions such as Harvest and Education Sunday.

The effectiveness of the religious education is good

St. Luke & St. Philip's recognizes the importance of RE in the life of the school. Pupils enjoy religious education and readily share their enthusiasm for the subject. They have a positive view of the world and its religions. Both Christian and Muslim staff share their expertise and knowledge to further enhance the spiritual experience for pupils. Pupils demonstrate a good knowledge and understanding of the Christian faith and other major religions. The Blackburn diocesan scheme of work is used appropriately, ensuring a good balance between Christianity and other world faiths. RE is taught effectively using a range of teaching styles. Written work is well presented and of a good standard. Good progress is made across all stages. Pupils participate with enthusiasm and talk confidently about their learning and they use religious vocabulary with growing confidence. Pupils are given opportunities to reflect on what they are learning. Where pupils are challenged and engaged, questioning enables them to reflect on their learning and understand the significance of faith in their lives. Good links are made between RE and other subjects. Procedures for assessment are in place. The RE co-ordinator monitors teachers' plans and ensures that evaluation of lessons takes place. Pupil interviews are carried out which confirm that pupils enjoy RE. The lessons that were observed engaged pupils, who enjoy the opportunity to discuss their thoughts and opinions. The subject co-ordinator has undertaken an evaluation using the diocesan self evaluation forms which underlines her understanding of the subject and she clearly understands the next steps necessary for future development of the subject.

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

The headteacher has a clear vision of the school's development and is supported by the governing body who receive information from her on the main functions of the school. They are kept fully informed through formal reports and meetings. However little progress has been made on the involvement of all the school family in the evaluation of the distinctiveness of St. Luke & St. Philip's as a church school. Evaluation of the impact of the school as a church

school is not systematic. The governors and staff of the school need to ensure such systematic development in order to take the school forward as an effective church school. Evaluation will allow the identification of key issues that are at present barriers to further improvement. The RE coordinator makes a positive contribution to the spiritual life of the school and has proved effective in improving planning, delivery and evaluation of RE throughout the school. Pupils participate in management through the school council which meets regularly. The vicar has a strong pastoral role within school and is valued by all members of the school family. Parents are very supportive of the school and school has strong relationships with the church and local community.

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