



St Luke's Isle of Dogs Church of England Primary School



Statutory Inspection of Anglican Schools

Inspection Report

School address Saunders Ness Road
 London
 E14 3EB

Headteacher Ms Glenda Higgins
Chair of Governors Mr Colin Farey

Type of School JM&I
Status Voluntary Aided
Unique Reference Number 100954
Diocese London
Local Authority Tower Hamlets
Date of last inspection 3rd April 2008

Inspection date 24th September 2012
National Society Inspector Miriam Rinsler (NS 591)

The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

School context

St. Luke's School is an over-subscribed and expanding one form entry school with a nursery which serves the diverse community of the Isle of Dogs. The proportion of pupils eligible for free school meals, who speak English as an additional language, who have learning difficulties or disabilities or who are from minority ethnic groups are all well above the national average. It enjoys a very supportive relationship with its parish church, Christ Church.

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

Despite many staff changes since the last inspection, St. Luke's continues to be an outstanding and inclusive school. This success is largely due to the passion for the school evident in all stakeholders. It stems from the clear focus of governors and senior leadership on the Christian ethos as a starting point for school development. The school has achieved consistency in the outward signs of its Christian foundation through display and classroom reflection areas. Christian principles are explicit at the heart of the school's mission and in all key policies, and are highly visible around the building. Teaching and assessment in RE are good overall. Due to careful links between RE and the outstanding support for their moral and spiritual development, learners show high levels of empathy and interest in faith.

Established strengths

- very strong role played by prayer in the life of the school
- quality of relationships between all members of school community
- whole-family support through the Community House
- quality of support for learning behaviour, strongly based on Christian principles of care and respect for all

Focus for development

- build on recent developments in assessment to allow teachers consistently to:
 - match work to all children's abilities, and
 - provide appropriate challenge to all
- further strengthen and formalise the monitoring of RE to match the scrutiny of other core subjects, by both senior leadership and governors

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

A joyful Christian ethos based on principles of care and respect underpins the excellent support children receive for personal development and the high standards of behaviour. Christian values underpin all practice and are explicit in key policies. Learners from all cultures represented show confidence and happiness, and say that their beliefs are respected and their knowledge of other faiths is valued. They enjoy talking in and out of lessons about these things. The clarity of focus on Christian principles and the ethos of the school, has contributed to a strong culture of learning and the excellent progress learners make in spiritual, moral, social, cultural and citizenship development. Although learners arrive with few skills, by the end of Year 6 standards are high. Parents greatly value the school and readily support events. They particularly appreciate the wide range of courses and support available through the Community House and its skilled key worker. (The Community House is a separate building on-site which has been adapted to offer varied meeting and activity spaces for community use. The school employs the key worker.) Although many children are of other faiths none are withdrawn from either worship or Religious Education (RE) - a significant improvement on the last inspection. Support for new arrivals and those with learning difficulties is very good. Both make equal progress with their peers over time. The school provides a wide range of popular clubs - many at

lunchtime, which has transformed the atmosphere at this crucial time of day. Staff and learners maintain a calm, cheerful atmosphere and all comment on the school being a “family”. Staff members offer excellent role models, resulting in courteous, well-motivated and sociable children. The school environment is continually redeveloped as an excellent tool for learning. Displays in corridors and classrooms give a clear Christian message based on the core values shared with all stakeholders. Children as young as seven years old can explain the logo on the school badge and are articulate about how faith is important to them and to the school. Learners talk seriously about treating others as they would like to be treated, and they clearly take great pride in themselves and the school.

The impact of collective worship on the school community is outstanding

Collective worship has an outstanding impact on learners’ spiritual development, which comes from clear leadership and a shared conviction. Whole-school worship is well-organised, based on the liturgical year with clear, appropriate themes. Through termly visits to the linked church, and weekly mass taken by the vicar and others from the deanery team, learners experience and begin to understand the Anglican tradition. Worship is consistently and recognisably Christian whilst remaining sensitive to the beliefs and traditions of other faiths represented in the school community. For instance, there is no set position to assume for prayer. Children of other faiths feel included, and are clear about how they can use prayer times. As one girl said, “I still bow my head, because ‘dear God’ is my God, too.” A candle and plentiful communal singing set this time apart from ordinary school time. As a result, learners show very good attitudes: they all keep a respectful silence and join in singing with enthusiasm. Staff and governors monitor worship informally. Learners show mature attitudes to the purpose of worship and show an understanding of the role of prayer in their lives: “It’s a time to ask for others, not just yourself...to send God a message, asking for help...to give thanks and praise.” They discuss how prayer must be a choice, not enforced. They are proud to contribute, showing particular flair when supported by the vicar to create a class presentation as part of the weekly mass. One group on the day of the inspection had decided without prompting to provide some illustration of the theme by telling how “I walk with Jesus when...” with examples of Christ-like actions.

The effectiveness of the religious education is good

Teaching and learning in RE are good overall and learners make similar progress to that in other subjects. From low starting points on entry to the school, learners progress well and by Year 6 standards in RE are high - in line with other core subjects. When teaching is outstanding, as in two KS2 sessions seen, there is skillful use of high quality resources and challenging questioning. This results in carefully thought-out responses from the learners. Through the use of the local diocesan syllabus there is good coverage of five other main world faiths as well as of Christianity. Learners show good recall of stories and activities from RE lessons and show high levels of interest in the subject. They could describe ways in which their learning in RE influences their moral decisions and prepares them for life. Good work has been done since the last inspection to structure learners’ self-assessment against their termly targets which allows them to understand their own progress. There is generally a good balance of learning about religion as well as learning from religion and all lessons refer explicitly to both to ensure this takes place. Teachers use marking well to generate learning from religion through challenging questions and when given time, learners respond sensitively to this. However, in some lessons, opportunities are lost to gather areas of learning together, resulting in lessons which are about moral issues - without clear links to faith. RE makes a very good contribution to learners’ understanding of community. For instance, a Year 6 class discussed the importance of the community response to Remembrance Day through events at the church. The Year 2 class understood the coming of Jesus as part of God’s love for his people - as one boy put it: “so we should put a smile on the face of the world”. Following a recent review, it will be easier in future to track RE assessment carefully. In addition this will provide information about teaching and progress similar to that available for other core subjects.

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

Senior staff and governors have a strong, constantly renewed vision for the Christian nature of the school. This forms part of the atmosphere of energetic self-evaluation and improvement in all areas of its work. Learners and parents are also given opportunities to contribute through the school council and the active Parent Voice Group. The leadership of the head and senior staff has a very good impact on behaviour and the learners' enthusiastic attitudes to school. The head, as subject leader, has ensured that RE has the status of a core subject. She has good plans to develop the next subject leader and provide a more formal monitoring role for her. There are close and supportive links with the attached parish of Christ Church. In addition to the weekly class preparation and celebration of mass, the vicar is a frequent visitor. He offers pastoral support in difficult times and is an active governor. The school makes a significant contribution to community cohesion through the excellent extended services it offers parents and through liaison with other churches, services and local schools. Through links with Christian schools in Cambridge, Spain and the Gambia, learners gain a wider sense of community. The self-evaluation of the school is accurate and it has a clear sense of its strengths and areas for development. Governors' monitoring of RE and worship remains informal. Progress on the issue of the previous inspection (learners' involvement in their own assessment) has been good, and all the outstanding features maintained. Through clear leadership and training, the head and senior team have developed high levels of interest in both RE and the quality of worship among staff. All staff show firm commitment to maintaining quality. Through carefully organised succession-planning, they demonstrate very good capacity to improve further.

September 2012 SIAS report St. Luke's Isle of Dogs Church of England Voluntary Aided Junior School
Saunders Ness Road, LONDON, E14 3EB



Judgement Recording Form (NSJRF)



Name of School: St. Luke's Church of England Primary School
Saunders Ness Road London E14 3EB

Date of inspection: 24th September 2012

Type of Church school: Voluntary Aided

Phase of education: Primary

Number of pupils: 269

URN Number: 100954

NS Inspector's Number: 591

Rating 1-4*

How distinctive and effective is the school as a Church school?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes

** Ratings: 1 Outstanding; 2 Good; 3 Satisfactory; 4 Inadequate*