

Ongoing SIAMS Self-Evaluation Template

Introduction

- An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
- A separate summary of the school’s ongoing self-evaluation should be available for a SIAMS inspector to aid in the effective gathering of relevant evidence.
- This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
- Self-evaluation templates are available on the SIAMS pages of [the Church of England website](#).

School’s theologically-rooted Christian Vision

St Luke’s Church of England School is a school for the whole community. Our vision has Jesus’ promise “I came to give life—life in all its fullness” at its heart (John 10:10). We believe that all children deserve an education of the highest quality in order to flourish and enjoy a life filled with meaning and purpose.

Our children combine a care for others with a love for learning, and an appreciation of the importance of spiritual, mental and physical well-being.

We serve local children, parents and the community within the context of Christian belief and practice.

Inspection Conversations: Context

Who are we?

(This factual information enables inspectors to understand the specific context of the school. No judgements are made on this information.)

- Is the school a Church of England, Methodist or joint denomination school?
- Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation?

St Luke’s CE School opened in September 2011 as the first Church of England Free School in the country. In 2010 there was a severe shortage of primary school places in Camden, and a local group of parents from St Luke’s Church coordinated an application to convert the extensive church halls to set up a primary school. On 9th September 2012, the school was officially opened by the Bishop of London, the Right Reverend and Right Honourable Richard Chartres. “St Luke’s CE School is an illustration of the historic purpose of Church of England schools to serve the whole community.”

St Luke’s runs as a Single Academy Trust, with its own admissions authority. School places are based purely on distance with no church criterion, meaning it truly fulfils its purpose to serve the local community.

St Luke’s is a primary school with 105 places when full. Each year group can accommodate 15 children taught in mixed form classes of 30 from Year 1 to Year 6 (Reception – 15 children). Declining birth rates in Camden and a shortage of affordable housing means that our numbers have declined from 100 children in 2018 to 93 in 2025. Although this decline is considerably smaller than other local schools, being a half-form entry school means we do not have the same ‘financial flexibility’ that other larger schools may have. Therefore, we have to manage our budget extremely carefully to keep sustainable. By developing partnerships with other local schools, we are able share resources (shared SBM, outsourcing

<ul style="list-style-type: none"> • If a former voluntary controlled school does it, as an academy, provide denominational religious education? • What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll? • Is the school an academy or a maintained school? Is the school part of a federation? • How is school and trust leadership structured and organised? If part of a trust, what authority is delegated locally? • What characterises the school’s pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And, what are the educational needs of pupils? • What church and DBE/MAST partnerships does the school have? • Does the school have any other links or partnerships? 	<p>school SENCo, shared Music teacher). We have also worked hard to develop partnerships with other schools to provide wider opportunities for our children. This includes swimming lessons, Apollo music projects and science workshops. This year we are also hoping to expand these partnerships to help develop our teaching staff by doing lesson observations and visits. We also have close links with a local nursery that many of our children attended before coming to school or still attend for after school care. As many of our families have used their food bank at some point, we chose to start supporting their food bank for our Harvest Collection each year. Our councillors take the food down to PACE and stay for a harvest assembly with the nursery children. We have also had some of our older children go to the nursery for World Book Day and share their favourite stories with the nursery children.</p> <p>The socioeconomic status of our families has changed over the last 7 years with numbers of pupil premium children changing from 14% in 2018 to 35% in 2025. Although our school is situated in a geographically wealthy area, which is reflected in our funding formula, many of our families live in social housing developments built close to the school in 2018/19.</p> <p>Our families come from a range of backgrounds with 28% of children identifying as white British and 72% of children identifying themselves across 26 other ethnic groups. 70% of our children speak a language other than English.</p> <p>Our children with SEND have extremely good outcomes at St Luke’s and in 2025 we had 9 children on the SEND register including 3 children with EHCPs. Our teaching assistants are deployed across the school to support specific needs.</p> <p>Although there are no church criteria in our admissions code, many of our families identify themselves as Christian. All children take part in collective worship and Religious Education and families of all faiths regularly join us in church for special services. School leaders regularly meet with clergy to plan out services and collective worship across the year. The church runs an after-school club (Adventurers) for our Reception and KS1 children and many of our children attend church clubs later in the evening for older children. (Kidderpore Kids, Pathfinders & Epic) St Luke’s is also a great resource for RE lessons and children visit the church linked to lessons and invite members of clergy and its wider team in to school to interview.</p> <p>The school leaders are supported by a strong governing body and we have worked hard over the years to attract governors that represent the diverse population of families at the school. The trust also has additional members made up of previous governors and directors of the London Diocesan Board for Schools. This ensures the trust has a wide range of skills at its disposal to set the strategic direction of the school.</p> <p>The school uses its professional partners from the local authority and the LDBS in different ways to support the school utilising their individual skills to support our staff and students. Alongside the usual heads meetings and briefings that Camden Learning organise, we also have our own Camden church heads group that meets regularly to support each other. We regularly use the LDBS training sessions, attend the LDBS Head’s conference and our school councillors represent the school at the annual LDBS School’s Service at St Paul’s Cathedral.</p>
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	<p>We are an outward facing school and always look to build further partnerships. As a half-form entry school we know the importance of being part of something bigger. We have strong partnerships with other local schools. Our SENDCo has supported HPS for the last three years as their SENDCo, helped Holy Trinity in the past and currently supports West Hampstead's SENDCo 1 day a week. Our music teacher now runs the choir for West Hampstead and we have been able to take part in sports matches and the Apollo Music Project with St Margaret's Ind. School, sports matches and a term's free music tuition for a ukulele project with St Mary's Ind Sch and through our links with UCS we have planned joint lesson observations for staff to support CPD, negotiated a peppercorn fee for swimming lessons at their pool and planned opportunities for Y5/6 to do a range of workshops which will not give them opportunities to work with subject specialists but also experience a secondary school to help with transition. This year we are planning a joint World Book Day visit with an illustrator with UCS and St Margaret's along with a story writing activity where children share illustrations with a child in another school and then they write the story to go with it. We also have 3 or 4 students each term from UCS to give them work experience and support our children with reading or social skills groups.</p> <p>Another strong partnership is with our parent community. Our PFA do amazing fundraising activities for our school which benefit all of our students. They fund each teacher to buy new books at a local book shop each September, they donate £1000 towards our residential trip for Year 6 making it more affordable for all families and pay for a theatre company to come into school to name just a few things. They organise regular pre-loved uniform sales: washing labelling and storing the clothing themselves due to lack of storage onsite. They also provide fun activities for the children such as the Christmas and Summer Fairs and a whole school Pancake Breakfast for Shrove Tuesday.</p>
<p>What are we doing here? <i>(This information enables the inspector to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its partnerships. This information informs the judgements that the inspector makes.)</i></p> <p>a) Considering the answers under 'Who are we?', what is the vision of the school and of the trust?</p> <p>b) How is the school's vision a clearly-articulated theologically rooted Christian vision? How does the trust's vision resonate with this?</p>	<p><i>St Luke's Church of England School is a school for the whole community. Our vision has Jesus' promise "I came to give life—life in all its fullness" at its heart (John 10:10). We believe that all children deserve an education of the highest quality in order to flourish and enjoy a life filled with meaning and purpose.</i></p> <p><i>Our children combine a care for others with a love for learning, and an appreciation of the importance of spiritual, mental and physical well-being.</i></p> <p><i>We serve local children, parents and the community within the context of Christian belief and practice.</i></p> <p>When the school first opened in 2012, the vision was structured more as a strap line: <i>secure foundations * excellent practice * faith, hope and love</i>. As time went on, these initial phrases lost meaning amongst the school community and we felt they no longer served their purpose. We questioned what 'excellent practice' means to a 5-year-old. However, the Christian values of faith, hope and love were very much embedded across the school and we used these as our starting point to help develop our new vision. As we began to look at our vision – the Covid pandemic hit and schools locked down, and our priorities changed dramatically. Many of our families were completely isolated and their financial circumstances changed dramatically. The school became the one point of contact and support for our children and adults and we worked hard to ensure families had food, money to pay bills and access to technology – far quicker than the government were able to provide. It was on the back of this work that when we returned to school, we felt it the right time to renew our vision for the school. We worked with staff, parents, governors and children to really unpick what our core purpose was at St Luke's and how we wanted to deliver this to our community. The idea that all children deserve the best education, no matter what their circumstances, was felt to be a real strength of our school and one that is repeatedly shown by the outstanding results</p>

<p>c) How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school's context, and do they know how to respond to it theologically?</p> <p>d) Why have school leaders decided that the school should be a maintained school or an academy? How does this status enhance the effectiveness of the school as a Church school?</p> <p>e) As a result of the school's Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?</p> <p>f) How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this?</p> <p>g) What are the school's arrangements for collective worship? Why are these arrangements in place?</p> <p>h) How is religious education structured and organised? Why have these decisions been made?</p> <p>i) What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?</p> <p>j) What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?</p>	<p>that our children achieve at the end of KS2, setting themselves up well to go on the secondary school and become lifelong learners. We have continued to explore the concept of flourishing with governors, staff and children to identify ways we can improve ourselves and our relationships. We also have a strap line that built on the already embedded Christian values – <i>Educating through faith, hope and love</i>. This is more memorable for our families and highlights the core purpose of education for all and how our values support this idea. Over time we have also thought hard about what each of these values looks like at St Luke's. How do we know when someone is displaying love or hope? To help children and staff we have a short explanation for each of our core Christian values and this enables our children to know what that looks and notice it in others.</p> <p>Last year we worked closely with our governors (including 4 new governors) with short training sessions at each committee and full governing body meeting to explore the vision further and identify and articulate how it was being implemented in all areas of school life. Our vision underpins all our policy and planning, from our Good Estate Management Documents to our curriculum policies and we often refer back to this as our guide for decision making. Governors challenge school leaders about the shifting patterns in our cohorts and seek to build strong social capital to allow our children to experience life in all its fullness, both at St Luke's and beyond. Our vision is discussed at all new parent meetings so all stakeholders are clear on our core purpose - who we are and why we are here, and although our families come from all faiths and none they actively and positively engage with the school - support the school's vision, communicate openly, and become partners in the learning process.</p> <p>As a small school with only 4 class teachers, we all have to carry more responsibilities and curriculum areas than a staff team in a larger one-form entry school. This added burden for our staff workload is planned for and thought about carefully to ensure our staff team also flourishes and teach from a place of abundance. Our school priorities are identified and planned for to ensure school improvement happens over a cycle of two or three years as we simply cannot focus on all curriculum areas all of the time. This allows us to be focussed in our curriculum development and ensures no member of staff is overly burdened. Curriculum leaders write short presentations for their subject areas in line with the SIP and meet with governors and SLT throughout the year to discuss their plans for curriculum development, meet with pupils and feedback on new initiatives. They are also invited to present at school improvement committee meetings to ensure our governors are aware of progress in all curriculum areas.</p> <p>Collective worship takes place at 3:00pm every day. It is a moment when the whole school comes together, and all children and all teaching staff attend. On most days worship is led by a member of the senior leadership team, but on Wednesdays the school goes to church and worship is led by a member clergy or the youth worker. Sometime classes will lead collective worship and parents are invited in to join us and on Fridays we celebrate through Golden Awards and Christian Value nominations.</p> <p>We use LDBS Units of Work as a basis for our RE lessons which we arrange across a two-year cycle. When designing the SLS RE Curriculum Map, we worked closely with LDBS RE Advisor to arrange the units to ensure that that the learning is well-sequenced and is built upon each year. In 2025 we created new planning proformas to enable our teachers to plan more effectively and redesigned our assessment grids to ensure RE was assessed more effectively within the mixed form intake classes.</p> <p>As well as our close relationship with St Luke's church, we also visit other nearby Anglican churches with contrasting traditions, to help children gain a fuller understanding of how Christians might express their faith through worship. The children have the opportunity to have back and forth conversations with the clergy of these churches to discover how their</p>
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ministry impacts their local community and gain a fuller picture of how the church helps people to flourish in their local area.

Inspection Questions (IQ)

How then shall we live? *(This information is key to enabling inspectors to make evidence-based judgements.)*

Inspection Question (IQ)

Impact of provision and sources of evidence

IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

- a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?
- b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?
- c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?
- d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?

Educating through faith, hope and love.

St Luke's Church of England School is a school for the whole community. Our vision has Jesus' promise "I came to give life—life in all its fullness" at its heart (John 10:10). We believe that all children deserve an education of the highest quality in order to flourish and enjoy a life filled with meaning and purpose.

Our children combine a care for others with a love for learning, and an appreciation of the importance of spiritual, mental and physical well-being.

We serve local children, parents and the community within the context of Christian belief and practice.

Our vision enables us to really see ourselves as a community. Although we are small, we know the value of being part of something bigger and we ensure we have outward facing partnerships to enable us to thrive. Our teachers work together to create a calm and purposeful learning environment, consistently following our Golden Rules and our overarching rule of "Do to others as you would have them do to you." Luke 6:31. Our Golden Rules are the same in every class and we have the same high expectations for all children and staff. Staff spend the first weeks of every new school year embedding these rules and routines before moving on to the curriculum. Each term we focus on different Christian Values to help drive our vision.

Term 1 - **Faith**, Friendship and Perseverance

Term 2 – **Hope**, Courage and Trust

Term 3 – **Love**, Compassion and Forgiveness

In 2019 we revisited the values of Faith, Hope and Love and tried to really unpick how we display those values in school – we looked at Bible verses that helped us understand these values and wrote descriptions of how we might display these values in school. We later built on this work and added in a half termly values which supports our vision and helps us to create an environment where everyone is valued equally.

At St Luke's we teach these values to the children in this way:

- Our values support the vision of the school.
- We want the children to know why our values are important and where they come from.
- We want adults to model these values.

	<ul style="list-style-type: none"> • We want adults to teach how to recognize these values in others. • We want the children to live out these values. <p>During the week the children nominate each other for the Christian values of the term. These nominations are then shared in our Golden Assembly on a Friday afternoon. Nominations are a great way of evidencing the children living out these values. They help the children recognize what these values look like in everyday life. Some values are difficult to articulate so we need adults to model how to write nominations by sharing their own nominations with the children as well. We do regular CPD for staff on our vision and values e.g. September INSET 2023 focused on our core Christian Values and how we teach concepts such as ‘faith’ and September INSET 2025 we reminded staff of our vision and values.</p> <p>In 2020 when we renewed our vision, we spent time understanding how children and adults flourish and revisited this theme this year as a starting point for our staff INSET and collective worship. In 2023-24 there were a number of new referrals both to Early help and the MASH Team. It became apparent that those families were struggling and those children were not flourishing. We have spent time in INSET and staff meetings looking at children’s needs and discussing how we can support them to thrive and how we might support those basic needs.</p> <p>Our academic results are consistently above national and LA expectations. All our children leave St Luke’s having made excellent progress and are ‘secondary ready’. Last year’s results put us number 1 in Camden and progress for our disadvantaged children was outstanding. 100% combined RWM KS2 with children achieving greater depth - 60% Maths 70% Reading and 80% Grammar and Spelling. Percentages in such small cohorts can easily swing, so to consistently achieve above national and Camden standards is a real achievement and reinforces our belief that all of our children deserve an education of the highest standard. Our ethos of quality first teaching for all enables our children to succeed without the need for extra revision lessons outside of the school day/week.</p>
<p>IQ2 How does the curriculum reflect the school’s theologically rooted Christian vision?</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p> <p>b) How is spiritual development an intrinsic part of the curriculum?</p>	<p>Our vision states that all children deserve an education of the highest quality in order to flourish and enjoy a life filled with meaning and purpose and our curriculum is carefully designed to for this purpose. The curriculum is carefully thought out to fit the half-form nature of the school over a 2-year rolling programme. Although our teachers need to know two years’ worth of curriculum subject knowledge, this curriculum works incredibly well for the children at St Luke’s. The teachers get to keep the children in their class for two years meaning our teachers know each individual child incredibly well. They understand their starting points and their areas for development. We plot out national curriculum objectives over the two-year cycle and ensure core knowledge and key skills are embedded over that time. We use a range of planning tools and schemes of work to support our plans and adapt the teaching to fit the breadth of abilities across the two age groups. Our teachers are experts at adapting the learning and this is reflected in the outstanding assessment results we get each year.</p> <p>Our curriculum is broad and balanced and includes wider opportunities for all. Our PP spend is used to enable children to attend clubs each term: After-school clubs include: Karate Club, Mandarin Club, Tech Club and 2 Multi-Sport Clubs. Due to some families unable to attend after school clubs due to care arrangements we also run clubs at lunchtime: Gardening Club,</p>

<p>c) How do leaders know that the curriculum is having the intended effect for pupils?</p> <p>d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?</p> <p>e) How does being part of the trust enhance the school's curriculum?</p>	<p>Library Club, KS2 Choir and Chess Club. For our choir and for any after school sports matches all children are welcome to join in and there is no requirement to audition or qualify for a team.</p> <p>As a small half-form entry school our leaders all carry more than one subject and we prioritise which areas of the curriculum we want to develop each year based on school evaluation. Last year we had a large focus on improving writing and redeveloping RE planning and this year our focus will move to Maths and PHSE/Healthy School status. Each year we use our values as a starting point for whole school art or D&T project and use special celebrations such as St Luke's Day to promote and raise the profile of different areas of the curriculum. E.g Book making and printing. We also ask subject leaders to plan whole school immersion days or special weeks linked to their subject. E.g Farm to Fashion project, Science Week, Cooking week.</p> <p>Our children are aware of themselves as part of a bigger community both through discreet units in Topic or PHSE but also through seeing themselves as stewards of God's creation. This idea is interwoven through collective worship, our Golden Rules, RE and PHSE units.</p> <p>We monitor the effectiveness of our curriculum (including wider curriculum opportunities) by subject leaders taking part in teaching and learning reviews and more informal drop ins and book looks. The headteacher provides a written report to governors at each FGB meeting and Subject Leaders feedback to governors at School Improvement Committee meetings each term. Each governor also meets with the subject leader for their linked curriculum area throughout the year. As part of this meeting governors talk to the leader, carry out a learning walk, look at books and displays and collect pupil voice as well as exploring any questions they may have sent in prior to the meeting.</p> <p>Our PFA do a range of fundraising activities: Summer and Christmas Fairs, School Disco, Pancake Breakfast, second hand uniform sales and they give the HT tickets to events for her to distribute to any vulnerable families to ensure everyone gets to attend. The PFA also donate £1000 towards our Year 6 residential trip and between that and our PP spend we ensure it is affordable and all year 6 children are able to attend. For many children the residential trip is the first time they have ever been away from home or out of London. This trip is such an important part of our secondary transition as the children learn skills such as: independence, cooperation, listening and following instructions and conquering fears.</p>
<p>IQ3 How is collective worship enabling pupils and adults to flourish spiritually?</p> <p>a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?</p> <p>b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?</p>	<p>We plan worship following these principles:</p> <p>Inclusive – Our acts of worship recognise that pupils and staff come from homes of different faith backgrounds as well as no faith backgrounds, so it will be inclusive of, and fully accessible to all. Care will be taken to ensure that language used by those facilitating worship avoids assuming faith of those participating, listening or watching.</p> <p>Invitational – In our acts of worship, there is no compulsion to 'do anything'. Rather, worship will provide the opportunity to engage whilst allowing the freedom of those of different faiths and those who profess no religious faith to be present and to engage with integrity. Pupils and adults are invited to pray, but there is no compulsion to do so</p> <p>Inspiring – By asking and discussing big questions about who we are and what we do in worship we hope to motivate pupils and adults into action. There will be opportunities to think, reflect and ponder on their and the wider community's behaviour and actions.</p> <p>Our worship consists of 4 parts:</p> <p>Gather – we welcome the community with the lighting of a candle</p>

<p>c) In what ways is the worship life of the school inclusive, invitational, and inspirational?</p> <p>d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?</p> <p>e) How does the trust contribute to and enhance the school's worship and spiritual life?</p>	<p>Engage – we share, for example, a Bible reading, followed by an opportunity to engage pupils with the Christian message</p> <p>Respond – pupils, for example, discuss, share and reflect</p> <p>Send – we share, for example, the message of the worship again and ask pupils to think about how they will affect their day, learning or behaviour. We close with a song, a final prayer, and the blowing out of our special candle</p> <p>Alongside, our regular acts of worship we also, on occasion, have special assemblies that link to specific things going on in school. This might be an outside speaker coming in to school (e.g. Bishop of Edmonton, NSPCC, Google Team) or our School Council leading collective worship to introduce a fund raising event they have planned.</p> <p>How do we monitor this? Our SIP/SEF is ragged R/Y/G at each school improvement committee meeting to show our progress with our Christian Character and Vision priorities. Our link governor monitors progress in RE and has sat in on staff meetings with our LDBS advisor. FGB meetings look at all aspects of school life to ensure the vision is a main driver for all that we do at St Luke's. Collective worship is monitored using pupil voice, clergy and staff observing each other and LDBS advisors feeding back.</p> <p>Last year we rewrote the school's spiritual development policy and took a range of thoughts and ideas of what spirituality is at St Luke's from all of our stakeholders. We then used these ideas to create a definition of spirituality: <i>At St Luke's we understand spirituality as a unique experience. It can be the connection between ourselves and God, or simply a feeling or belief that there is something greater than our physical selves. Spirituality is part of us; it enables us to look outwards on the world and inwards on our beliefs and values. Our Christian vision enables us to flourish spiritually, mentally and physically and helps create an environment where we can all explore questions, doubts and the wonder of existence. and used its definition of spirituality to underpin our acts of collective worship.</i></p> <p>We then led a series of collective worship around this definition and used the idea of 'Roots, Shoots and Fruit' to help explain to the children and adults what our spiritual growth could look like.</p> <p>At the end of the summer term 2025, we set up a Prayer Space for a week in the school library, open to children, parents and staff. Each class had timed slots throughout the week and volunteers helped run the space during lunchtimes when anyone could drop in. We took the theme of 'thankfulness' and each activity asked the children to contemplate being thankful for; God's world, their unique selves, their memories, people who care for them and any other things they are grateful for. The children gave incredibly insightful comments and responses which were recorded on post it notes and displayed around the room.</p> <p>We also have regular church services throughout the year. We start each new term with a Start of Term Service; we celebrate Easter, Christmas and Harvest in church and hold a Leavers' Service for our Year 6 children at the end of the year. The service is led by a member of clergy but the children do readings, read prayers written by each class and sing hymns and worship songs as part of each service.</p> <p>The calendar of worship recognises the varied liturgical traditions and festivals of the Church of England calendar (see Termly Collective Worship plan) and we use the LDBS collective worship plan as a starting point when planning collective worship. UKS2 children set up the hall for collective worship each afternoon using the correct coloured altar cloth, candle, cross and</p>
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	<p>bible. Collective Worship will often send the children away with a thought or question that will be used as a starting point for the next day's collective worship or with ideas scribed on to post it notes and displayed in the corridor.</p>
<p>IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> <p>a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p> <p>b) How do school policies and practice create a culture in which people's wellbeing is enhanced?</p> <p>c) How is enabling good mental health for all central to the school's work?</p> <p>d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> <p>e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p>	<p>Our Christian Vision states: <i>Our children combine a care for others with a love for learning, and an appreciation of the importance of spiritual, mental and physical well-being.</i> This is core to everything we do at St Luke's. The high expectations of learning behaviours enable all of our children to achieve the very best outcomes. The Golden Rules we have in place are the same in all classes – we have the same expectation for everyone.</p> <ul style="list-style-type: none"> • We care for each other • We try our best • We listen to each other • We are honest • We look after our school <p>These Golden Rules have one overarching rule - <i>Do to others as you would have them do to you. Luke 6:31</i></p> <p>The Golden Rules form part of the school Behaviour Policy and we expect all adults in school to follow the same procedures consistently. At St Luke's we believe that consistency is key. Therefore, we constantly revisit our expectations and classroom/school culture during INSET, staff meetings, morning briefings and TA meetings. We keep our routines consistent – whichever adult is with the children - as we know this creates a sense of security for the children. We celebrate examples of this relentlessly, through house points, verbal praise, nominations and Golden Awards.</p> <p>Our staff are expected to know 'the script'. Using the same language helps all the children to understand our expectations and our SENCO supports this with emotion coaching training. We can be pleased or disappointed with actions and behaviours but we do not label the child. Everyone has a fresh start each day. We trust the children to be able to make positive changes and we support them to do this by reflecting on our actions and how they may have impacted others.</p> <p>We celebrate our differences at St Luke's using Odd Socks Day as a starting point for Anti-Bullying Week. We know that although we are all different and all come from different starting points, we are all part of the same St Luke's family and we are all valued. We use our PP spend to ensure all children have equal access to clubs, school trips, residential trips and breakfast club. The Parent and Friends Association give the headteacher free tickets to school fairs, pancake breakfasts and school discos for her to hand out to families who may be financially disadvantaged. In our Secondary Transition Meeting for Parents we encourage parents to apply for bursaries and the headteacher has made links with UCS, Anna Fiorentini Dance School, St Marylebone and most recently Harrow to enable PP children to get scholarships. We support applications with strong references, introductions and help parents fill out paperwork. We want the best for our children even as they move on to their next stage of learning.</p> <p>We have trained our Sports Coach to be a mentor and we offer 6-week blocks of 1:1 mentoring sessions to any child that may be vulnerable. This might be to do with something going on at home, friendship groups, self-esteem or loss and we plan these sessions to support the individual and give them space to talk about any worries they may have.</p> <p>We use the Camden MHST to support parents and children with a range of difficulties – Challenging Behaviour, Parenting for ASD, Transition to secondary school and Nurture Groups. Vulnerable children and families are a standing agenda item at</p>

	<p>weekly SLT meetings and relevant support or signposting to support is given where needed. E.g Supporting a family whose father went to prison with housing applications, mentoring for the child and signposting parent to resources to help with difficult conversations at home.</p> <p>We also want our staff to flourish and we have an ‘open door policy’ where staff can come to talk to SLT at any time. This might be to discuss something they are finding challenging at school e.g advice on how to support a child with SEN or something they are going through at home. E.g weekly catch ups when coping with the death of a partner and signposting to counselling. We also use our LDBS school improvement partner to support teachers with termly 1:1 coaching sessions. In a small school we are quite aware that it is often the same few voices staff hear, so it is important that they have the opportunity to talk to a trained coach who is outside of the school but who knows them and the school setting to discuss anything they want to work through.</p> <p>We are a fully inclusive school and we have worked hard as a staff team to ensure we adapt all of our learning for all children. This was noted in a recent RE learning walk with our LDBS advisor – EHCP child fully accessing the lesson with supportive resourcing. Our results show that our PP and SEND children make excellent progress between KS1 and KS2 and leave the school at at least the expected standard. 100% of our SEND achieved the expected standard in R/W/SpaG/M and 33% achieved GD in R/SpaG/M. 100% of our PP achieved the expected standard in R/W/SpaG/M and 33% achieved GD in R and 67% achieved GD in SpaG.</p>
<p>IQ5 How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p> <p>c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people’s lives?</p>	<p>Our vision helps our children create positive relationships with peers and adults – they care for each other and know they are cared for. <i>‘Our children combine a care for others with a love for learning, and an appreciation of the importance of spiritual, mental and physical well-being.’</i> During anti-bully weeks, e-safety weeks and PEP meetings children are able to articulate who they trust to talk to about any worries. Children and adults speak positively to each other in lessons and the classroom culture exemplifies our Golden Rules valuing all contributions.</p> <p>Our curriculum enables children to learn about British and other world cultures. DT/cooking lessons – such as food mile pizzas enable children to explore the global impact of food growing and importing. Collective worship e.g. ‘the price of a banana’ enables children to think about fairness in terms of work and profit. Whole school projects such as ‘From Farm to Fashion’ encouraged children to explore all the processes involved in creating a wool clothing item. Kindness Challenge enabled all children to do an act of kindness out in the community. Our children understand that they are stewards of God’s world.</p> <p>Our school council helps make decisions about our school and any fundraising activities we do. This year they have come up with designs for a school banner to take to St Paul’s, taken our harvest collection down to the foodbank at Fortune Green PACE and led a harvest assembly with the nursery children there. They have invited our committed PFA members in for tea to thank them for their hard work fundraising where each class cooked a dish to serve.</p> <p>Most recently we have planned a Kindness Challenge both to help raise money for the NSPCC Childline, but also to help spread kindness at school, at home and in our wider community. Each child can be sponsored for acts of kindness at home</p>

<p>d) How does the trust make a positive impact on the culture of the school?</p>	<p>and each class has planned to do an act of kindness to help our local community. Y5/6 - helping our local nursery tidy up their toys and books, Y3/4 - litter picking in the local area, Y1/2 - writing and drawing cards for the 'Evergreens' elderly group and Reception - making gifts for the congregation at St Luke's church.</p> <p>St Luke's is very much an international community; our families come from all over the world and 70% of children speak another language at home. Our families come from all faiths and none but all families - no matter what their faith background is – join us in church, come to class assemblies and take part in the fullness of school life. Our families have professional trust in the culture of the school. Everyone takes part in collective worship and RE lessons.</p>
<p>IQ6 <u>Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?</u></p> <p>a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?</p> <p>b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p> <p>c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?</p>	<p>At St Luke's we use the LDBS scheme of work for RE. In 2018 the school changed from using a mix of planning from the Southwark Diocese and Natre to developing the LDBS framework into a 2-Year planning cycle that better met the needs of the school. The LDBS then redeveloped their scheme of work in 2020 and the RE subject leader worked alongside our LDBS advisor to plan out a 2-year teaching cycle with assessment opportunities. In 2022 our Assistant Headteacher took on RE Subject Leadership to fully embed an updated SoW from the LDBS and ensure progress and attainment was assessed and tracked in PP meetings. After Covid the RE Lead continued to develop the tracking of progress in RE, implement training for staff on religious literacy and promote school trips to places of worship by linking them to the RE curriculum map. Additionally, she supported new teachers in delivering the LDBS scheme of work. As the LDBS continued to update and refresh units of work our RE leader has updated and refreshed our curriculum map. As we work on a 2-year cycle it takes longer for teachers to fully embed units as it takes 4 years to go through the cycle twice.</p> <p>The LDBS SoW ensures the school meets the Church of England Statement of Entitlement for RE:</p> <ul style="list-style-type: none"> • To enable all children to become religiously literate. • To ensure RE enables all children to live life in all its fullness – vision for Education (Church of England) • To offer a systematic enquiry-based approach to the teaching of RE so that the following skills in children can be developed: <ul style="list-style-type: none"> - Ability to be critical thinkers - Ability to engage critically with texts - Ability to ask deep and meaningful questions - Ability to make connections within and across religions and worldviews - Ability to reflect, respond and express their own religious, spiritual and/or philosophical convictions - Ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values, and practices. <p>In deciding how much RE is taught the school has ensured that provision for RE meets the requirements of the Church of England Statement of Entitlement for RE.</p> <ul style="list-style-type: none"> • Provision is inclusive and is highly adapted to take into account the 2 year groups taught in each class, children with EAL and SEND, and pupil premium disadvantage. New planning documents were recently developed to support teachers with this.

	<ul style="list-style-type: none"> • RE teaching is enquiry based and is planned around key questions for each unit, planning incorporates opportunity to assess pupil knowledge through the disciplines of theology, philosophy and human social sciences. • Each class has an RE display which shows key questions, vocabulary and evidence of work or notes capturing the children’s thoughts and ideas. Each unit of work has an accompanying knowledge organiser to support the teaching and learning, and identifying prior knowledge in line with the 2-year cycle. • Visits to a range of places of worship are sequenced over the 2-year curriculum map. • The RE lead attends LDBS network meetings termly for continuing training and up dates to the LDBS curriculum. • Regular time is put to staff meetings with RE as a theme. • The RE lead has opportunities to observe lessons, meet with pupils and carry out book looks as part of ongoing moderation of RE. • RE lead is available to support teachers with planning units and with making assessments. • The RE link Governor meets with the RE leader and reports back to the Governing Body in order to keep all Governors informed. • The schools RE lead holds a budget and reviews resources and teaching to ensure children have the access to resources and visits that support their development of their own and others world views. • Additional resources and texts are borrowed from the Islington Library Services
<p><i>The following Inspection Question only forms part of the inspection of voluntary aided and former voluntary aided schools, and of academies that were formerly voluntary controlled schools in which the trust board has decided that denominational religious education is taught.</i></p> <p><i>Inspection of maintained voluntary controlled schools, and the vast majority of former voluntary controlled schools, will not address this Inspection Question.</i></p> <p>IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?</p> <p>a) What is the quality of teaching?</p>	<p>Although St Luke’s is NOT a VA/VC school or an academy that was formerly a VC school we monitor the quality of teaching in RE.</p> <p>RE is taught well at St Luke’s, as seen in a recent T&L review with our LDBS advisor and RE leader and regular drop ins and book looks. Observation of lessons, evidence in floor books and children’s RE book and ideas captured and displayed on boards and pupil voice showed:</p> <p>Strengths:</p> <p>Pupil engagement in lessons. Thoughtful responses and questions from pupils, indicating deep thinking. Children building on prior knowledge. Collaborative learning with pupils listening to each other. Adaptations made so children with special educational needs (SEND) could access the learning. Teachers chunking the knowledge to avoid cognitive overload for pupils. Teachers rephrasing children’s responses which led to greater clarity for the child as to their own understanding of the question being explored. Working walls, reflecting the learning journey through displaying the big question, weekly questions and key religious vocabulary.</p> <p>Areas to Improve:</p> <p>Ensure all teachers use clear explanations of substantive knowledge Ensure sufficient challenge is offered in all classes and misconceptions are clarified consistently</p>

- b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?
- c) How does assessment inform teaching and learning?

Assessment: RE is assessed at the beginning and end of each unit to establish prior knowledge and depth of understanding at the end of the unit. Children not meeting the expected standard are noted on Medium Term planners. RE forms part of our termly Pupil Progress Review meetings (PPRs) and was formerly tracked on Target Tracker and has now moved to Sonar. During the transition between the two systems paper proformas were used and new assessment grids were later developed to enable teachers to make more accurate judgements about children who may be working at expectations or at greater depth. Children are identified on Sonar as: Below, Just At, Securely At, Above and Significantly Above (Greater Depth) for each unit. Children who are not meeting expectations are identified and any additional support or resources are discussed (e.g support from SENDCo in resourcing or adapting planning) AHT has been working with LDBS and Sonar to ensure up to date objectives are on their tracking system.