

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Luke's Church of England Primary School

Vision

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.

St Luke's Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- Rooted in the Christian vision of life in all its fullness, compassionate leadership places wellbeing at the heart of relationships. As a result, adults and pupils, including those who have special educational needs and/or disabilities (SEND), feel known, valued and supported to flourish.
- Inspired by the Christian vision, leaders nurture aspiration through high expectations. As a result, pupils and adults grow in confidence and are well equipped to flourish at the next stage of their education.
- Religious education (RE) is a high-profile subject within the curriculum. Pupils engage confidently with biblical texts and reflect thoughtfully on questions of meaning, purpose and belief.
- Strong partnerships with the local church enrich the life of the school and strengthen its Christian vision. Meaningful opportunities enable pupils and adults to flourish. These experiences strengthen their sense of belonging within the school community.
- Collective worship is a central and cherished part of school life. Carefully planned in partnership with the local church, it intentionally brings the community together at the end of each day. Consequently, pupils engage thoughtfully with worship, share their reflections with their families and develop a strong sense of belonging.

Development Points

- Deepen opportunities for pupils to engage with issues of justice beyond their immediate context. This will equip them to respond to injustice with courage and compassion, supporting positive contributions to society.
- Refine the RE curriculum to deepen pupils' understanding of non-religious worldviews and of Christianity as a diverse, global faith. This is to help pupils to engage thoughtfully with religious and non-religious perspectives in a diverse society.



Inspection Findings

Vision and Leadership

Inspired by the Christian vision, St Luke's is a school where pupils and adults experience life in all its fullness. Leaders and stakeholders work collaboratively to ensure that the vision continues to meet the changing needs of the community it serves. The Christian values of faith, hope and love underpin the vision and shape daily life across the school. Pupils and adults understand these values as the qualities needed to live out the vision. A well-informed governing body maintains a strong presence within the school. Through regular engagement with families, staff and pupils, governors make informed decisions that sustain and strengthen the school's Christian vision. Rooted in this vision, leaders maintain high expectations. As a result, pupils and adults flourish as they grow in confidence. Leaders ensure that the vision is central to decision-making at each level. Through this, adults and pupils, including those with additional needs, feel known, valued and supported to flourish. This creates a loving environment.

Vision and Curriculum

The curriculum is guided by the school's Christian vision, rooted in the words and example of Jesus. A strong focus on vocabulary enables pupils, including many who speak English as an additional language, to discuss learning confidently. Reflection and discussion enable pupils to consider different viewpoints and recognise that some questions do not have fixed answers. A broad range of extracurricular activities enriches the curriculum and supports pupils' personal development. Through partnerships with local schools, leaders have extended the experiences available. As a result, pupils benefit from opportunities beyond those that St Luke's could provide alone, broadening their aspirations. Pupils are known by name and valued as individuals. This inclusive culture is evident in the support provided for those who have SEND and pupils considered vulnerable. Thoughtful adaptations enable them to participate fully in school life and achieve alongside their peers. Leaders, staff and governors have developed a shared understanding of spirituality through ongoing professional dialogue and reflection. This understanding, rooted in opportunities for awe and wonder, reflection, relationships and service, is woven naturally through school life. These experiences are recognised and valued by adults and pupils. As a result, pupils reflect deeply on these moments, ask meaningful questions and make connections with the wider world.

Worship and Spirituality

Collective worship lies at the heart of the school and reflects the vision of 'life in all its fullness'. Daily worship takes place in a calm, inclusive setting where participation is encouraged while respecting individual choice and belief. Pupils and adults value coming together at the end of the day. They leave school eager to share and apply the messages explored. Parents note that their children frequently talk about worship at home, demonstrating its significance in their daily lives. Biblical teaching underpins worship and themes link clearly to the school's values. Through reflection and participation, pupils and adults deepen their understanding of themselves, others and the wider world. Strong partnerships with the local church enrich worship through collaborative planning, leadership and evaluation. This strengthens links between local church and school. Pupils engage confidently with the wider church community. Through regular reflection, pupils make meaningful connections between their experiences, relationships and learning. Consequently, worship makes a significant contribution to the spiritual flourishing of pupils and adults.

Vision and School Culture

The Christian vision shapes the school's culture and practice. Leaders support staff, pupils and families by creating a caring and inclusive environment. Regular training strengthens professional development and staff are encouraged to pursue further qualifications. Opportunities to work alongside colleagues in other schools broaden experience and expertise. Leaders are visible and approachable, promoting openness and trust across the school community. They actively prioritise the wellbeing of pupils and staff. Consequently, staff feel valued,



listened to and supported, enabling them to build positive relationships with pupils, families and colleagues. Pupils feel secure and adults experience a strong sense of belonging. Families value the care and guidance provided. The vision also informs school policies and expectations for behaviour. Pupils understand that the five 'golden rules' help to keep everyone safe and trust adults to listen fairly to all perspectives. Parents and carers are confident that concerns will be addressed and communication maintained. As a result, the school is calm and welcoming, with respectful relationships evident in classrooms and during social times. The vision is lived out through these daily interactions, sustaining a positive and inclusive community.

Vision, Justice and Responsibility

Through the example of Jesus, the Christian vision inspires pupils to serve others. A wide range of leadership opportunities enables them to take responsibility within the school community. As a result, older pupils act as positive role models to younger pupils, strengthening the school's inclusive culture. Pupils understand justice as treating others fairly and recognise ways in which they can support those around them. They speak enthusiastically about fundraising events, including collecting silver coins in a class competition. Staff also enable pupils to serve their community through activities, such as litter picking and supporting a local nursery. However, pupils are less confident in identifying injustice beyond their immediate context and understanding their role in bringing about change. Consequently, they are less aware of how they can make a positive difference in the wider world. Partnerships with the local church and London Diocesan Board for Schools enrich school life and support ongoing development. For example, members of the leadership team provide support to other schools across the diocese. Overall, pupils understand that their actions can have a positive impact on others and contribute meaningfully to their community.

Religious Education

RE is well led and reflects the school's Christian vision. Leaders have designed a curriculum that responds to the school's context. A bespoke two-year rolling programme ensures that pupils in mixed-age classes learn at an appropriate level. The well-sequenced curriculum develops pupils' understanding of different faiths and enables them to articulate their learning clearly. Consequently, pupils make informed links between a range of faiths, including Christianity. RE is valued within the curriculum and receives dedicated weekly teaching. Regular reports and school visits ensure that governors have a strong understanding of provision and its impact. The RE leader attends diocesan updates and shares key developments effectively. As a result, colleagues feel well supported and equipped to deliver RE. Through the curriculum, pupils develop a respectful understanding of differences. However, pupils have limited opportunities to explore Christianity as a diverse, global faith and to engage with a wide range of non-religious worldviews.

Pupils make good progress because teaching and assessment are monitored closely. Findings are shared with governors, whose challenge helps leaders to identify priorities for further development and keep the curriculum current and relevant. Pupils enjoy RE and speak positively about their learning. They particularly value exploring stories from the Bible and connecting them to their own lives. Visits to places of worship are especially memorable and pupils talk enthusiastically about what they have learned. For example, pupils explained how sharing food at the Gurdwara reflects Sikh beliefs about equality and service. RE contributes positively to pupils' spiritual development by encouraging reflection, deepening understanding and broadening perspectives.

Information

Address	Kidderpore Avenue, London, NW3 7SU		
Date	11 June 2026	URN	110626
Type of school	Academy	No. of pupils	98
Diocese	London		
Headteacher	Jo Iwanicki		
Interim Chair of Governors	Regina McKenzie		
Inspector	Kaye Healy		