

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul with St Luke Church of England Primary School, Stepney	
Address	Leopold Street, Bow Common, Stepney, London, E3 4LA

School vision

Jesus said: " Love one another as I have loved you". John 15:12
 We are the branch, our children the blossom,
 We nurture all in our community,
 We grow with love, learn and flourish.

School strengths

- A shared understanding of generous love and respect creates a culture of care and aspiration for everyone in this school. The vision drives leaders' decisions and actions.
- Adults and pupils treat each other well. The nurturing provision for all pupils creates an inclusive environment where all flourish.
- Shared values are explored during collective worship which is shaped by the Anglican foundation of the school. This creates meaningful moments for spiritual development.
- A carefully constructed religious education (RE) curriculum, taught with knowledge and expertise, allows pupils to examine universal questions. This ensures pupils' understanding of a wide range of religions and worldviews including Christianity.
- The school vision is deeply embedded in the partnerships between the school, the local church and faith groups . This ensures it impacts positively on the life of the community it serves.

Areas for development

- To explore and broaden pupils' individual concepts of spirituality. This is to strengthen the way that the vision impacts on opportunities for adults and pupils to flourish spiritually.
- To develop the way that the curriculum enhances pupils reflection and response to the questions they encounter in RE. This is to extend and deepen their understanding of worldviews and religious beliefs.

Inspection findings

The vision of St Paul with St Luke Church of England Primary School unites the leadership, staff, pupils and parents. The associated values it expresses are recognised and understood across a diverse and multi-faith community. This supports the pupils to flourish in their learning and personal development. Parents record that school staff are welcoming and supportive of them and their children. They are listened to with warmth and care. Communication, both directly and through the weekly newsletters, provides advice, expertise and help rooted in the school's vision. Everyone is known and valued. As a result, parents new to the area and long established local families feel included. They accurately see the school as a beacon of hope serving the community.

The vision drives the decisions made by leaders. There is a consistent determination to enhance the learning environment and provide expertise and resources to support learning. This results in well-thought out provision for all. Pupils who have special educational needs and /or disabilities (SEND) benefit in being part of an inclusive and nurturing environment. The Christian vision creates a culture in which all pupils are treated well.

Leaders, including governors, value and care for all members of the school. As a result, opportunities for staff to grow and flourish are enhanced through access to developmental training. They benefit through completing further professional qualifications including leadership development at all levels. Their sense of belonging and being valued, both as individuals and as team members, inspires their growth. They are skilled staff who promote the nurturing environment. In turn, their approach impacts positively on pupil perceptions and relationships. Sharing an executive headteacher with another successful Church of England school lives out the vision of both schools. The collaboration secures a wealth of partnership opportunities that benefits all.

Pupils appreciate the adults in the school at all levels. They feel listened to, treated fairly and that the staff really understand them. The adults support them in their social interactions. Through clear expectations and good modelling of the vision, pupils play well together. Pupils discuss and voice opinions politely and correct each other gently. Staff run a vast range of extra-curricular clubs providing opportunities to flourish beyond the curriculum. Carefully planned educational visits and an open approach to access all opportunities that arise extend pupils' learning. Pupils are inspired by the experiences provided which create a sense of aspiration as they plan for the future.

Whole school collective worship is recognised as a special time when the school community comes together as a family. All are welcome. It is carefully planned by leaders, clergy and pupils, ensuring a variety of styles of worship are used each week. Partnerships with the local church enhance the way that an understanding of the local community deepens the positive impact of the vision. Weekly clergy involvement in worship both supports and extends the knowledge of Christian love. Many pupils choose to join in with the well-matched songs that are sung joyously. Gospel values, that are also core to the faith groups represented in the school, are explored. Pupils and staff members from different faith backgrounds demonstrate respect for each others' faith. Collective worship enables pupils and adults to flourish spiritually. This is intrinsic to the school's foundation and vision.

Opportunities exist for spiritual reflection both in collective worship and in the school environment. Classroom displays and quiet areas enhance this experience. The high quality outside environment, including the forest School area, fosters a love of creation. Staff have a broad understanding of spirituality. Pupils' individual understanding and reflectivity is less developed. The introduction of mindfulness at lunchtimes is an initiative supporting the development of self-reflection.

The vision is embedded further by the use of an award system. Pupils actively seek recognition for demonstrating the qualities expressed in the vision. As a consequence, there is a culture where all are treated well. Opportunities within the curriculum to learn about people who have challenged injustice inspires pupils to be agents of change in their own community. Pupils identify ways they can positively impact on the lives of others. This is also modelled in the school commitment to the foodbank. Positive local partnerships support the school. Demonstrating the vision, volunteers actively share their resources and skills. This is valued and enhances the learning environment for pupils. Pupils are inspired by these actions and aspire to be leaders of change.

The RE curriculum, uses big questions and has been designed with support from the local diocese. Using prior knowledge, it builds throughout the school providing knowledge and understanding of worldviews and faiths, including Christianity. Pupils are able to articulate the importance of RE and demonstrate respect and love for the views of others. The RE curriculum has significance and



importance across the whole curriculum. It influences the style of learning by asking important questions and it is referenced as an underlying golden thread. Leaders' support and focused induction of new teachers, strengthens the knowledge the staff have of the curriculum. Planning is adapted to the needs of each group within a class using a variety of delivery styles and resources to meet learning needs. The approach enables challenging moral and philosophical questions to be explored successfully. Pupils benefit from visits to places of worship and are able to make both connections and distinctions between world faiths. Effective assessment systems are in place and support planning, benefitting pupils' learning. Outcomes include individual responses from pupils. However opportunities for pupils to deepen their reflection and response to the questions they encounter in RE are underdeveloped. Consequently, this limits the way they can deepen their understanding of worldviews and religious beliefs.

The inspection findings indicate that St Paul with St Luke Church of England Primary School, is living up to its foundation as a Church school.

Information			
Inspection date	4 October 2023	URN	100958
VC/VA/Academy	Voluntary aided	Pupils on roll	199
Diocese	London		
MAT/Federation			
Executive head	Fanoula Smith		
Chair	Rita Khatun & John Alty		
Inspector	Linda Wiskin	No.	2211