

St Luke's C of E Primary School

Summary SIAMS Self-Evaluation 2026-27

'Through God's love, we are the rich soil where roots grow and seeds flourish'

Luke 8: 4-15

Kindness – Thankfulness – Forgiveness – Aspiration – Perseverance

School's theologically rooted Christian Vision

'Through God's love, we are the rich soil where roots grow and seeds flourish' Luke 8: 4-15

St Luke's Primary School is situated on the outskirts of Leicester, in the village of Thurnby. It is a busy and thriving community which benefits from a mixed demographic that accurately represents life in modern Leicester. Our school vision encourages all children at school to grow, flourish and embark on a life of learning rooted with the love and compassion of God. We want all children to reach their potential through the strong educational, emotional and spiritual grounding for all to have meaningful, fulfilled lives. We use this advice in all situations, every day. We show that we grow together through love by the way that we teach, the way decisions are made, the way we speak and act towards each other, the care and ambition we have for one another. We show our love for the wider community by sharing in acts of worship, selfless action (charity) and other expressions of Christian togetherness.

Our vision is rooted in the context of our school, St Luke's has a strong community where all are encouraged to work together for the benefit of all. Our vision aims to give our pupils, staff and families pride and ambition to work together to provide the rich soil where all can flourish to be the best they can be.

Inspection Conversations: Context

Who are we?	We are a one form entry Church of England primary school that serves the community of Thurnby. The school is part of the Rise Multi-Academy Trust family of schools and is firmly established within its set up. The percentage of children identified as SEND and recipients of Pupil Premium are both under national average statistics. Around a quarter of children at the school are EAL. The school has its values and essence entwined in its Christian identity; however, it benefits greatly from other faiths and forms of spirituality. We currently have 203 children on roll from ages 4-11. The school has a lower than national number of children in receipt of Pupil Premium at 7%, along with 10% as diagnosed SEND and 3% supported by individualised EHCP. <u>Impact</u> The families at St Luke's reflect the rich ethnic and cultural diversity of modern Britain with children of different faiths and background. We have an inclusive, forward and outwardly looking philosophy where children and families from all backgrounds are welcome and encouraged to benefit from our sense of strong spiritual development. The school closely works with our local church community, DBE and Rise Academy trust to fully support the religious, spiritual and moral development of the children into the well-rounded adults of tomorrow. <u>Next Steps</u> To continue to strengthen relationships with families, the local church, DBE and Trust, ensuring that the school's Christian vision remains responsive to the changing needs and diversity of our community.
What are we doing here?	St Luke's was founded in 1865, to serve the population of the then agricultural area. Over time, the school has had several extensions to the building, though still benefits greatly from its grounds. Being an active and positive part of the church and wider community is important to us. The Christian vision of the school underpins the strategic leadership and day-to-day organisation of the school. All members of the school family know and appreciate the vision and values of the school and endeavour to live them out. The school is well thought of by parents and the wider community because of this and it has strong links with local church, St Luke's. With the love of God, children, staff and families, with or without faith and belief, are welcomed and celebrated. Our Christian values ensure a broad and balanced education which allows no social or cultural divide so that all can flourish and succeed. Our Mission, 'Through God's love, we are the rich soil where roots grow and seeds flourish' Luke 8: 4-15 is truly lived out at the school. By living through this mission we ensure that everyone feels welcome, supported and is able to grow deep rooted spiritual, moral and educational within our school.

	Along with Christian and religious values, spirituality is a key cornerstone of development at St Luke's. Children and staff have explored their own feelings and ideas of spirituality. Staff have created their own definition of spirituality... <i>The journey of spirituality is both a collective and deeply personal voyage of discovery which takes many forms, is multidimensional and can incorporate many faiths.</i> <i>Spirituality, shapes our very essence as people and at St Luke's we aim to ensure that all children develop their own personal light to share with others. Having a true understanding of our own self helps us navigate through times of trauma and rejoice in moments of awe and wonder.</i> <i>At St Luke's we aim to deepen children's understanding of themselves and nurture their ability to respond positively to a rapidly changing world. Like adults, spirituality is best developed over time and takes in many different aspects of the school curriculum.</i> <i>Developing spirituality is everyone's responsibility at the school. We want children evolve pupil's understanding of mindfulness, soul and kindness to make a difference in the world. Through the school's values and culture, we are able to provide children the opportunities of self-growth, self-awareness and spiritual resilience to continually see changing horizons through new eyes.</i> To help children articulate their spirituality we have chosen these words: Looking in – thinking about myself. We appreciate how wonderful God has made us. Looking out – thinking about others. We connect with others and our community. Looking up – thinking about God and beyond what we can see. We look up towards God, our creator and something larger than ourselves. Impact Fostering a strong sense of spirituality brings us together to respect each other's differences and values, with love and acceptance. It encourages the understanding that there is more to life than what we experience, connecting us with something greater than ourselves. As a result, both pupils and staff can speak confidently about what spirituality means to them and how it fits within the school. Next Steps To create a Spirituality Policy to reflect the school's understanding of Spirituality.
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

1. How does the school's theologically rooted Christian vision enable people to flourish?	At St Luke's we want every member of our community to thrive and flourish. We are guided by our vision in everything we do for example our mission statement prominently features around school, communication and children's books. We continually seek ways to improve relationships to spiritually nourish and enhance the school as the soil in which all of us grow, laying down roots and ultimately enabling all to flourish. We want all stakeholders in our community to feel and share in our mission that all should grow as seeds to reach their full potential. We support and recognise the unique role we play in the lives of children; providing emotional support, physical resources, catch-up learning and extra-curricular activities for those who are in need. We encourage all children, families, staff and governors to live together well. To be courageously kind, supportive and challenging to one another, and to see each other as the St Luke's family. Through developing strong, inclusive relationships with children, we have a positive and beneficial behaviour culture at the school. The sense of calm and purposeful environment is reflective in our of values and helps provide the environment for all to flourish. Children are encouraged to see mistakes as an important part of learning, reflecting on them as a chance to grow spiritually and emotionally. Our school wide behaviour policy ensures consistency of approach and helps provide children with an understanding of what it means to belong to the community of St Luke's. <u>Impact</u> The impact of our Christian vision can be seen in the positive relationships across the school, pupils' willingness to support one another and the calm, purposeful atmosphere. Pupil voice demonstrates that children feel safe, valued and able to talk to trusted adults. Behaviour remains a strength (Ofsted April 2026), and children are increasingly able to recognise mistakes as opportunities to learn and grow. Staff and parent feedback also reflects a strong sense of belonging and community. <u>Next Steps</u> Continue to develop pupil voice and monitoring to evaluate how effectively our Christian vision supports the flourishing of different groups of pupils, particularly those who may face additional barriers to flourishing.
2. How does the curriculum reflect the school's theologically rooted Christian vision?	The school curriculum has been carefully designed and sequenced to ensure that pupils know and remember more. This enables all pupils to flourish and succeed through a shared vision. By rigorous assessment and discussion with pupils, leaders ensure pupils remember and build on learning. The school's vision links to the high expectations for all pupils and the support and inclusivity it provides. The school has agreed a definition of spirituality that is understood by all and this means opportunities for spiritual development are created and explored. We love and learn together by following our school's Christian values of Kindness, Thankfulness, Forgiveness, Aspiration and Perseverance. As a result of this, outcomes for our pupils are a key focus for us to ensure they meet their full potential and are ambitious for their futures.

	Impact The Christian vision influences both what we teach and how we teach it. Pupils are encouraged to develop curiosity, compassion, resilience and respect alongside academic knowledge. Through pupil voice, book scrutiny and assessment, leaders can see that pupils are able to articulate the values and wider learning they have developed through the curriculum. Our focus on aspiration and perseverance supports pupils to approach learning positively and develop confidence when faced with challenge.
3. How is collective worship enabling pupils and adults to flourish spiritually?	Our collective worship is carefully planned and follows the Anglican calendar. We work closely with the local parish, incorporating Bible readings and prayers from St Luke's Parish Church, so that children can become familiar with Anglican traditions and practices. This also ensures that our collective worship remains distinctly Christian in nature. Children are invited to pray, sing, and share together during times of prayer and reflection. Collective Worship is shared with parents through our newsletter, The St Luke's Flyer. Opportunities for families to participate in church activities are shared and encouraged. Parental engagement is particularly high during key Christian celebrations such as Harvest Festival, Christmas and Easter. Many of our families also attend church events and services outside of school throughout the year. We ensure our pupils understand the wider world through our Picture News worship in which they discuss current news and issues. Pupils have opportunities to plan and lead worship. Impact Collective worship provides regular opportunities for pupils and adults to pause, reflect and consider how our Christian vision and values influence the way we live. Pupil voice demonstrates that children can recall key messages from worship and make connections between worship themes and their own lives. Pupils increasingly contribute to and lead worship, developing confidence, responsibility and a sense of ownership. Worship also provides opportunities for spiritual development through prayer, reflection, stillness, music and engagement with the Bible. Next Steps Continue to develop pupil leadership of collective worship through our newly established Christian Ethos Team as well as Collective Worship leaders and strengthen evaluation of its impact on pupils' spiritual development and understanding of the Christian faith.
4. How is the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?	Our vision roots our actions and allows us to live out our church school values in a practical way. 'Through God's love, we are the rich soil where roots grow and seeds flourish' Luke 8: 4-15 ○ Kindness – we will try to do the right things for others. ○ Thankfulness – we will appreciate what God has given us and what others do for us. ○ Forgiveness – we will not hurt back if we have been hurt. ○ Aspiration – we will aim to be the best we can be. ○ Perseverance – we will not give up when things get difficult.

	Our school firmly believes that when children and staff are well supported, everyone can grow and achieve their potential. We are part of our Trust's Inclusion Network and take our responsibility to develop our own learning seriously. We support all families, acknowledging protected characteristics while promoting British Values. We take steps to ensure that all our families feel welcome, respected, and know they belong with us. All members of the school community demonstrate these values in the way we interact with each other. Impact In school, this means that children are kind to one another and show respect. Older children care for and support younger ones, and they understand that derogatory language and bullying are not acceptable. Our strong sense of community and connectedness is reflected in the wider successes of the school. We have high academic expectations for all pupils, and both children and parents are positive about their experiences. Children say they feel safe and cared for at school, behaviour is good, and we all care for one another. Staff morale and wellbeing are supported through school and Trust initiatives, and staff survey outcomes are valued as an important indicator of staff wellbeing.
5. How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?	The school's Christian vision and values enable children to create an active culture of aspiration and responsibility. They develop emotional literacy and the ability to make informed and appropriate choices, which are rooted in their personal and religious beliefs. Pupils are encouraged to care for others. This means the school regularly raises money for charities (for example, Children in Need, Alzheimer's Society, and Open Hands Harvest Festival donations), either collectively or for individual projects. Children understand that the reason they raise money for charity is to show love to others, in line with our school vision. The use of Picture News helps children understand their place in the world and to be aware of current affairs. We actively encourage children to take leadership roles within our school, for example, the British value of democracy is exercised in our weekly School Council Meetings, free speech in our Oracy and Debate clubs, wider environmental and community issues in Eco Club and upper KS2 children support younger children as Playground Leaders. The impact of our wide ranging pupil development program allows children the platform to develop and flourish. Our curriculum and extracurricular activities allow children the critical understanding of how to be a courageous advocate not only for themselves, but for those around them. For example, our history and Learning for Life curriculum supports our RE curriculum in developing an active sense of justice and individual responsibility. Impact Through these opportunities, pupils develop confidence, responsibility and an understanding that they can make a positive difference to others. Pupil leadership opportunities have enabled children to influence aspects of school life, while charity and community activities help pupils understand their responsibility towards

	others. Pupil voice demonstrates that children understand the importance of kindness, fairness and helping others and can identify ways in which they contribute to their school and wider community. Next Steps Further develop opportunities for pupils to take meaningful action on issues that matter to them and strengthen our evaluation of the impact of pupil leadership and community engagement.
6. Is the religious education curriculum effective (with reference to the expectations set out in the <u>Church of England's Statement of Entitlement for Religious Education</u>)?	Through the use of progressive, robust, and sequential schemes (including the Leicestershire Agreed Syllabus and Understanding Christianity), our school provides an accessible and engaging curriculum that encourages children to think deeply and discuss big questions. As a result, pupils know and remember more of the curriculum. Their learning also includes visits to churches and other places of worship. Our curriculum prepares children to live life in all its fullness and helps them prepare for the opportunities, responsibilities, and experiences of a multicultural modern Britain. Pupils are able to articulate their learning to senior leaders and enjoy sharing their books. The school collaborates with others in the Trust to share good practice in RE. Impact Pupils demonstrate an increasing ability to discuss and respond to challenging religious and theological questions. Through book scrutiny and pupil voice, pupils can articulate key learning and make connections between religious beliefs, values and their own lives. Next Steps Visits to places of worship have been planned to broaden pupils' understanding of different faith communities and support the school's commitment to preparing pupils for life in a diverse society. To further develop the RE curriculum so that the school's Christian identity is increasingly evident in curriculum planning and classroom practice. Leaders will continue to evaluate the quality and impact of RE through pupil voice, work scrutiny and monitoring of curriculum progression.