



Inspection under Section 48 of the Education Act 2005

Name and address of school	St. Luke's C of E School Moorbottom Cleckheaton BD19 6AD
Type of school	First
Status	Voluntary Controlled
Diocese	Wakefield
LEA	Kirklees
Dates of inspection	19th July 2006
Date of last inspection	
School's Unique reference number	107726
Name of Headteacher	Eileen Amesbury
Inspector's name with National Society inspector's number	Alan Thornsby NSIN 137

School context

St Luke's serves a mainly private housing area. It is a well-modernised Victorian building with a reception classroom in the basement and a Y1/2 class in a mobile room. There have been recent staffing changes, including the headteacher having no class teaching responsibility.

Summary Judgement

St Luke's is a good school, with outstanding features, that provides a high level of personal and spiritual development for pupils. This is because of the commitment of the head in establishing a dedicated team providing the best possible learning situation for the whole school community.

Established strengths

- The personal development of pupils.
- The caring family learning situation.
- The promotion of everyone being part of a team

Focus for development

- Celebrate and evaluate as part of strategic planning, the distinctiveness as a church school
- Further develop opportunities to prepare pupils for a multi cultural society.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school, through its distinctive Christian character, is good with strong features, in meeting the needs of all learners.

This is because the school ethos is firmly rooted in a caring environment. The welcome given to visitors by adults and children illustrates the quality of the relationships that develop as a result of this. Excellent behaviour, confidence and respect for others are seen in the daily routines of the school and have been acknowledged by visitors to the school and adjacent church. Christian values are at the heart of the school. It is in living these out in daily life that gives the school its distinctiveness. Although the policy documents for Collective Worship and Religious Education are clearly linked to the Christian foundation of the school, the vision statement has no specific Christian focus to reflect the distinctiveness. Everyone in school is valued and seen as a part of a team. The small size of the school means that everyone is known to each other and works well together. All staff have high expectations for the pupils who respond well to the challenges they are set. Mixed age classes add to the opportunities to foster care and respect. The achievements of the pupils, who are articulate and mature are recognised by a range of reward systems and celebrated in a weekly assembly. Spiritual, moral, social and cultural opportunities are an integral part of the ethos of the school as is cross-curricular development. Spiritual development is a particular strength of the school, being part of worship and RE as well as recognised in arts projects such as felting. This traditional technique has been successfully used to reflect happy and sad patterns as well as happy and sad cushions and to illustrate a circle of friends. The excellent quality of the relationships throughout the school ensures that everyone is able to express their opinion and be heard by others. All are aware of the learning value of mistakes and being forgiven. There are examples of learning about other faiths in RE and in displays of work, but the school is aware of the need to further develop links with other faiths in order to prepare pupils to live in a multi cultural society.

What is the impact of collective worship on the school community?

The impact of collective worship on the school community is good with strong features.

This is because of the input of an enthusiastic and knowledgeable coordinator who is highly sensitive to the requirements of worship in school. Worship is well planned to engage pupils and relate themes to their own experiences of life. The individual leaders of worship develop their themes from outlines suggested by the coordinator and this results in the whole school actively engaging with themes during worship and throughout the day. The themes all have elements to engage both adults and children and offer opportunities for personal reflection by all present. Pupils are aware of the special atmosphere needed for worship. They participate by offering their responses, in role-play and in writing and sharing prayers. They are given guidance for reflection and explain prayer as 'a time to say thank you to God.' Pupils have a good understanding of respect that is displayed for example, as they stand quietly if a funeral is taking place in the church next door. Visits from the vicar and the Methodist minister give pupils a wider experience of the Christian faith. Many pupils support WOW (Worship on Wednesday), an extra curricular activity jointly organised by the vicar and Methodist minister.

How effective are the leadership and management of the school as a church school?

The leadership and management of the school as a church school is good with strong features.

This is because of the commitment of the headteacher to the development of each individual in school, within a close extended family environment. The values of the school are fully understood and shared by everyone. The result is a learning environment in which all are valued and proud to belong. Good behaviour, tolerance and respect are key features of the vision, which are seen in the practice of the school. The size of the school and commitment of the head and staff ensures that the ethos permeates every class. All of the staff recognise the importance of worship and religious education in developing spiritual and moral awareness. They present excellent role models in their relationships for pupils to emulate. The governing body are supportive of the school and its vision, but have yet to measure the effectiveness and distinctiveness as a church school. There are very good links with St Luke's church which is used as a resource for Religious Education and other curricular work, in addition to being used for services which are well supported by parents. Pupils are very familiar with the church and this impact is extended by the impact of the Methodist minister who also leads worship.