

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Luke's Church of England First School

Vision

In our St Luke's family, we recognise we are all God's children and through our caring and nurturing environment, we follow His word. We trust and rely on God's teaching so that we can encourage each other, develop our relationship with one another and the world, and flourish in all that we do.

God's word is a lamp to my feet and a light to my path (Psalm 119 v.105).

St Luke's Church of England First 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.

- The school's deeply embedded Christian vision is clearly articulated and lived out across the whole community. Leaders ensure it drives decision making and shapes the daily experiences of pupils and adults. This creates a culture where everyone feels part of the St Luke's family.
- Pupils value the rich and varied programme of outdoor learning and enrichment activities. These experiences foster creativity, resilience and joy, enabling pupils to appreciate the world around them. In doing so, they make a significant contribution to pupils' spiritual flourishing and personal development.
- Leaders are deeply committed to the wellbeing of the whole community. They actively promote a caring and nurturing environment where pupils feel safe, valued and listened to.
- The school provides an inclusive environment where individual needs are met. Carefully tailored provision ensures that pupils, including those with special educational needs and/or disabilities (SEND), can access learning and participate fully in school life. As a result, pupils feel a strong sense of belonging and are enabled to achieve both academically and personally.
- The coherent and thoughtfully sequenced religious education (RE) curriculum reflects the unique context of the school and the needs of its pupils. It ensures progression of knowledge and skills, while also encouraging pupils to make meaningful connections between a range of religious and non-religious worldviews.

Development Points

- Continue to develop the school's work on spirituality by embedding planned opportunities across the curriculum. This is to ensure that pupils consistently encounter purposeful experiences which deepen and extend their spiritual development.
- Strengthen the monitoring and evaluation of collective worship. This is to ensure that worship has a greater impact on the spiritual flourishing of pupils and adults.
- Enhance the breadth of the RE curriculum to ensure pupils gain a deeper understanding of diversity within faith groups.



Inspection Findings

Vision and Leadership

The vision is deeply embedded and shapes school life through staff and pupils being afforded opportunities to shine brightly. The vision is deeply embedded and shapes every aspect of school life. This is a school where everyone is valued. Diversity is celebrated, showing a strong belief that all are God's children and all belong. Relationships are nurtured and great care is taken to ensure pupils and adults are treated with dignity and respect. Christian teaching is a clear lamp to the feet of leaders, guiding decisions and underpinning daily practice. For example, funding is used to ensure that rich extra-curricular experiences are available to pupils. Policies, such as attendance, are written to enable a compassionate and personalised approach to absence. Staff feel respected, valued and supported in their roles and their lives, enabling both professional growth and spiritual flourishing. Governors and leaders evaluate the vision and its impact, which drives improvements. The school's vision aligns closely with that of the multi-academy trust (MAT), which further enriches provision through networking opportunities and training. As a result, pupils and adults learn to shine together harmoniously in St Luke's family.

Vision and Curriculum

Leaders are enthusiastic about learning through play, believing it essential for pupils to reach their full potential. A rich and varied range of curriculum activities are offered, which enhance learning and wellbeing. Role play, climbing, music lessons and trips to places of interest encourage exploration and support the development of key skills. An exemplary lunchtime programme of activities is highly valued by pupils, who take joy from the rich experiences offered. Pupils learn to assess risks, make wise choices and develop valuable life skills. As a result, pupils are keen to attend school and behave well. Outdoor activities immerse pupils in God's world and create moments of awe and wonder that nourish spiritual growth. However, planned opportunities for spirituality are not embedded across the curriculum. This limits pupils' exploration of the spiritual dimension of life. The vision drives nurturing and inclusion, and this is seen in the valued 'Ark' setting where pupil's needs are met. Carefully timed interventions and well-crafted activities support both academic progress and pupils' wellbeing. In this way, staff act as a light to pupils' paths, guiding them to grow in knowledge, confidence and hope.

Worship and Spirituality

Collective worship is central to school life and is valued by the community for the sense of belonging it creates. A creative approach, with the vision at its heart, engages and inspires pupils. Biblical texts strengthen pupils' understanding of Jesus' life and reflection questions make stories relevant and prompt thoughtful action. For example, reflecting on how to be a light in the world, pupils suggest forgiving or helping others. Consequently, worship actively nurtures pupils' spiritual growth. Adults' spiritual advancement is supported and valued through moments of stillness, giving space to reflect on matters of faith and personal relevance. In doing so, worship enhances their spiritual growth. The strong partnership with the parish church deepens pupils' understanding of Christianity as a living faith. Valued church services foster a sense of belonging and enrich the spiritual development of pupils and adults alike. Governors monitor provision, although regular formal monitoring is limited. As a result, leaders cannot fully evaluate its impact on spiritual flourishing or identify actions for improvement.

Vision and School Culture

A strong culture of care and concern permeates the school community, where wellbeing is nurtured as a matter of priority. Relationships, grounded in love and mutual respect, are underpinned by the Christian values of trust and forgiveness. Extensive pastoral support enables pupils to manage their feelings, build resilience and fosters emotional growth. The partnership with the MAT further enhances the wellbeing offer, with a shared family support worker ensuring a robust response to those who need additional support. Such pastoral provision ensures pupils and families feel heard, valued and cared for. Opportunities to recognise pupils' achievements are plentiful and contribute to a sense of accomplishment and increased confidence. Staff feel valued and cared for



by leaders and, in turn, care for one another. Release time for subject leadership, live marking and professional development support staff wellbeing and contribute to a healthy work-life balance. These measures create a positive climate in which adults flourish.

Vision, Justice and Responsibility

An active culture of justice pervades St Luke's. The school vision, together with the Christian values of justice and hope, create an ethos of care and responsibility. Pupils regularly reflect on how they can be a light for others and how they may contribute to a nurturing environment. The code of conduct 'ready, respectful, safe' sets clear behaviour expectations and shapes interactions with others. As a result, pupils behave well. A wide range of leadership roles provides pupils with meaningful opportunities to develop a sense of responsibility towards others. For example, through the Eco Council, pupils recognise their duty to care for God's creation. They take purposeful action, such as creating a 'bee corridor' and engaging in litter picking. Through the curriculum, pupils learn about justice in both local and global contexts. The study of historical advocates of change reinforces their understanding of injustice. Carefully planned activities teach pupils how they can make a difference in age-appropriate ways. For example, pupils wrote to the local police about parking concerns. Through these experiences, pupils consider their role in promoting fairness and deepen their understanding of justice.

Religious Education

Leaders place high importance on RE, recognising it as central to pupils' spiritual development and essential for living in modern Britain. They value support from the diocese, which provides high-quality professional development for staff. This partnership has shaped a curriculum that is coherent, balanced and relevant to the community. As a result, pupils learn about religious and non-religious worldviews and gain a secure understanding of key concepts. The range of visits to places of worship reflects the school's commitment to inclusivity and helps pupils understand faith in practice. For example, visiting a synagogue enabled pupils to learn more about what it means to be Jewish. However, work on differences within faith groups is not as embedded. This limits pupils' understanding of the diversity of faith. Pupils engage positively in RE lessons, which provide a space to express views and explore questions of belief, meaning and purpose. Even the youngest pupils have the opportunity to ask their own big questions, such as, 'Who made the world and how did he make it?' As a result, RE makes a significant contribution to pupils' spiritual flourishing.

Information

Address	Plymouth Road, Redditch, B97 4NU		
Date	25 September 2025	URN	150742
Type of school	Academy	No. of pupils	140
Diocese	Worcestershire		
MAT	Endeavour Schools Trust		
MAT Chair	Clare Banks		
Headteacher	Sally Baker		
Chair of Governors	Richard Bone		
Inspector	Marcia Harris		