

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Luke's Church of England Primary School, Maidenhead

Vision

Living Life In All Its Fullness (John 10:10b) – Cherish, Challenge, Aspire and Achieve

Our vision is to create a community where everyone has the opportunity to shine, develop, and flourish. We achieve this by providing high-quality, enriching experiences that shape our curriculum and nurture a love for learning. Our role is to protect, support, and guide each child, fostering an inclusive environment where they feel safe, valued, and inspired to reach their full potential.

St Luke's Church of England 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.

Strengths

- The school's Christian vision and values are deeply embedded and valued. There is an unwavering commitment to inclusion and high-quality personalised support so that every pupil has the opportunity to flourish.
- The promotion of wellbeing for all members of the school community means that pupils and adults feel happy, valued, cared for and empowered.
- Collective worship is carefully planned and creatively led, providing opportunities for pupils of all backgrounds to reflect and develop spiritually.
- The provision of RE is of a high standard, with the curriculum carefully designed to reflect the school's context and vision. It is enhanced by creative and engaging approaches to teaching and learning.

Development Points

- Ensure that spiritual development becomes an intrinsic part of the curriculum. This is so that the curriculum fully reflects the school's Christian vision of living life in all its fullness.
- Create more opportunities for pupils to develop a deeper understanding of justice throughout the life of the school. This is so that they gain a greater understanding of equity and how to make a positive difference in the world.



Inspection Findings

The school's Christian vision and values are deeply rooted throughout school life. They reflect the Oxford Diocesan Schools Trust's (ODST) 'common vision for the common good', that highlights the Trust's emphasis on enabling abundant living. This has resulted in a happy and harmonious school community, where pupils and adults respect and care for each other. The school is recognised as a model of community cohesion in the diverse context that it serves. Pupils are enthusiastic about coming to school. Parents and carers value the school's inclusive Christian ethos, which encourages their children to develop spiritually and makes a significant contribution to their lives. There is a strong commitment to inclusion, personalised support and flourishing for all members of the school community. This enables pupils to make significant progress in terms of their academic and personal development. Staff articulate a strong commitment to innovative, courageous and evidence-based practice. Monitoring and evaluation of the school's vision and performance by leaders, trustees and members of the local governing body is rigorous and effective. This enables them to know the progress that pupils are making and continuously refine the support provided accordingly.

The curriculum has been carefully designed to support and inspire pupils and reflect the school's context. It results in increasingly strong outcomes as pupils progress through the key stages. A wide range of extra-curricular activities is offered by the school and over half of pupils are regularly engaged in these beyond the normal school day. Curriculum plans provide guidance for teachers about how to ensure that learning activities support pupils' spiritual development. However, this is not embedded across all parts of the curriculum. Staff and pupils do not share a consistently clear understanding of spirituality.

Collective worship is an integral part of school life and has made a significant contribution to the school's distinctive ethos. It is carefully planned, enabling pupils to learn about a wealth of biblical themes, stories and parables, and apply them to their everyday life. The theme for each week is reinforced through daily collective worship experiences, enabling pupils to discuss and reflect deeply on what the themes mean to them. Pupils particularly enjoy the Wednesday worship, led by the local vicar, where Bible stories are acted out in a memorable way and the message is brought to life. There is a strong focus on providing opportunities for guided personal reflection, described by the vicar as "a moment of peace in a safe space". Parents and carers can see the positive impact that this has on their children and how it helps them to face personal challenges. Leaders ensure that collective worship is distinctively Christian, but also inclusive of the significant proportion of pupils from different faith backgrounds. Pupils who have special educational needs and disabilities (SEND) are supported in taking part and a wide range of achievements, positive behaviours and contributions to school life are celebrated. Collective worship takes place in the local church at least termly. These events are clearly valued by staff, pupils and their families.

The promotion of wellbeing for all members of the school community is a notable strength. Personalised, therapeutic support is provided for any pupils who need it, including those who have SEND or anxieties about attending school. This support is provided both in classrooms and in a carefully designed nurture space. Leaders are determined to ensure that every pupil feels cared for and none are left behind. Staff have received training in attachment awareness and trauma-informed practice, which has enabled them to provide high-quality pastoral care for pupils. There is a particular focus on building the resilience of pupils in Years 5 and 6 so that they are ready to progress to secondary school. Links between the school, families and external agencies such as the National Health Service are strong. Physical fitness is also promoted, with an increasingly wide range of sports and popular physical activities provided at lunchtimes and breaktimes. Since new playground activities and expectations devised



by pupils were introduced, pupils' interactions and behaviour have significantly improved. Bespoke professional development opportunities are also provided for staff, who feel trusted and empowered by leaders. Leaders display a humble, approachable and enabling leadership style, which helps staff to flourish professionally and personally. The recently implemented Growing Great People programme, developed by the trust as an enhanced, evidence-based approach to appraisal, has been well received. Staff value its reflective, personalised and developmental approach.

There is a range of partnerships, especially with local faith bodies, that supports the implementation of the school's Christian vision. Pupils have a strong sense of their personal responsibility within the school community, reflecting the ethos of mutual respect that has been created. They enthusiastically support the local foodbank and helped design local speed reduction signage. The school council is expanding the range of charities supported by the school community. Activities of this kind help to develop pupils' sense of citizenship. They also gain some knowledge of national and global issues, such as pollution, climate change and racial inequality, as they progress through the school. As a result, most pupils understand that there are some significant problems in the world that require positive action. However, pupils' understanding of justice is limited, showing a lack of awareness about the importance of challenging injustice in the world.

Religious education (RE) is well established and has a high profile within the school curriculum. Pupils learn about a range of world religions and worldviews, as well as Christianity. They are able to speak enthusiastically and accurately about their work in RE and what they have learned. They are keen to learn more about each other's cultural and faith backgrounds. Leaders are enthusiastic about the updated locally agreed RE syllabus, and the scheme of work and guidance received from the Oxford Diocese. This provides scope for staff to design learning activities that directly reflect the school's context and vision. As a result, pupils are able to increasingly see connections between what they are learning and their own lives within the diverse local community. The curriculum leader for RE is increasing the level of creativity used in the subject to enhance pupils' engagement, knowledge and understanding. Pupils are given the opportunity to visit local churches, the synagogue and the mosque. There is also an annual theology week that enables pupils to explore religious concepts and viewpoints in depth. Pupils particularly value the faith panel, where they can pose challenging questions to faith leaders from the local community. This helps them to reflect on some of the 'big questions' relating to life and faith.

Information

Address	Cookham Road, Maidenhead, Berkshire. SL6 7EG		
Date	17 March 2025	URN	141601
Type of school	Academy	No. of pupils	328
Diocese	Oxford		
MAT	Oxford Diocesan Schools Trust (ODST)		
Headteacher	Sam Stevenson		
Chair of Governors	Rhidian Jones		
Inspector	Andy Yarrow		