

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Luke's Church of England Primary School

Vision

'Hearts overflowing with truth and love.' The diverse community of the Isle of Dogs is part of God's rich, varied, and wonderful creation, where his truth can be known and his love experienced.

St Luke's School looks to embed that truth and love by opening hearts and minds. Guided by the story of the Road to Emmaus (Luke 24:13-35), the Staff, as educators, walk alongside each child, nurturing their aspirations, helping them navigate change with resilience and celebrating their uniqueness.

We encourage everyone to take responsibility in contributing to human flourishing and developing a strong sense of community in an everchanging world, resourced by the truth and love they have known at St Luke's School.

St Luke's Church of England Primary 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

- Leaders have developed a distinctive Christian vision, and associated values, that meet the needs of the school community extremely effectively. They shape decisions and actions, enabling pupils and adults to flourish.
- Shaped by the vision, the curriculum is aspirational and reflects the school's context. Plentiful extra-curricular activities, visits and activities further enrich pupils' learning and personal development.
- The school clearly values its diverse community which creates a strong sense of belonging. Meaningful relationships foster a culture of deep care for one another.
- Collective worship is a joyful, reflective and highly valued part of the school day. The close relationship between the local church and the school strengthens the development of this varied, inclusive and inspiring worship.
- Religious education (RE) is well led, highly regarded and prioritised. The curriculum is engaging and has a distinct structure to build pupils' learning. It enables pupils to develop their knowledge of a range of world faiths and encourages respect for all.

Development Points

- Ensure that there are rigorous systems to evaluate the impact of the Christian vision. This is to enable the school to refine and strengthen the strategic priorities that are distinctive to its status as a Church school.
- Enhance the range and depth of opportunities for spiritual development across the curriculum. This is to strengthen the way it inspires pupils' spiritual growth.
- Integrate the recently introduced elements of the religious education (RE) curriculum. This is to enhance pupils' religious literacy and critical thinking in RE.



Inspection Findings

Vision and Leadership

St Luke's Christian vision is clearly articulated and understood by the school community. The vision and the connected values, including helpfulness and aspiration, characterise this school. Driven by the ambition of 'hearts overflowing with truth and love', leaders are committed to the community they serve. As a result, they make courageous and considered decisions shaped by the vision. Through this, pupils feel cared for, enjoy their learning and aspire to be their best. Described as a 'special place' by both pupils and adults, parents recognise the school's caring ethos. They feel supported and treated with compassion, particularly at times of challenge. Thus, the school acts as a beacon within its diverse community and is a place where pupils and adults flourish. Governors are sincerely committed and vision-led leadership helps the school as it continues to grow in strength and purpose. However, robust systems to evaluate the impact of the Christian vision are not firmly established. This limits the impact of governors' evaluation of this as a Church school.

Vision and Curriculum

The Christian vision forms the foundation for a rich and ambitious curriculum. It is carefully crafted to reflect and meet the needs of the community. This approach cultivates resilience, celebrates differences and raises aspirations. Thoughtfully selected topics and visits ensure that pupils are able to make connections with the local area and the wider world. This expands their understanding of diversity and broadens their horizons. Core curriculum questions, such as 'What causes people to look beyond themselves to create change for the greater good?' reveal faith in action. For example, learning about Florence Nightingale and Mary Seacole strengthens pupils' understanding of how to overcome challenge and help others. As a result, pupils and adults live out the school's values of helpfulness and resilience. Teaching strategies and tailored provision support pupils with additional needs and those deemed vulnerable, which enables them to thrive. The school targets resources to ensure that pupils can access extra-curricular activities and partnerships which serve to enrich provision. They provide access to expertise and inspirational opportunities for pupils. Consequently, pupils flourish as they explore high-quality music, art and sports. The school is beginning to build an understanding of spiritual development through overarching questions. However, the approach is at an early stage of development which limits the extent to which the curriculum inspires pupils' spiritual growth.

Worship and Spirituality

Collective worship is a valued space for meaningful reflection, invitational prayer and joyful music. It has a significant impact on pupils and adults' spiritual flourishing. The pattern of worship recognises the Church calendar as well as exploring the biblical core of the school's vision and values. The range of worship experiences, including a regular Eucharist service, enables pupils to reflect deeply and develop spiritually. In worship, the Christian values are made relevant to pupils and adults' everyday lives. As a result, pupils can discuss the way the Bible story of the road to Emmaus shapes the vision and values and what it means to them. Time for reflection and prayer is appreciated by pupils and adults. The opportunity for staff and pupils to share worship creates a sense of togetherness. Staff value this with one describing it as a time of 'feeding ourselves spiritually.' It is inclusive and has a lasting impact because the reflections continue into discussions and prayer in class. The partnership with local clergy, including visits to church, further enrich the spiritual life of the school. Pupils and adults are involved in evaluating worship, ensuring it continues to grow in depth and relevance.

Vision and School Culture

The vision of 'hearts overflowing with love' inspires a culture where pupils and adults are treated well. Across the school, trusting relationships are built and nurtured. The vision drives leaders' aspirations for this community and the support offered to both pupils and families, helping them to thrive. Pupils benefit from a range of services that promote positive mental health and wellbeing. For example, mental health first aiders and



mentoring foster a supportive environment which strengthens relationships and enhances engagement. The school encourages reflection and restorative conversations. Therefore, pupils rightly feel that they are listened to and know how to ask for help. Parents and carers are helped and treated with kindness. For instance, through focused workshops, such as transition, and careful identification of individual needs. Leaders, including governors and local clergy, are committed to nurturing staff wellbeing and growth. This is valued deeply.

Vision, Justice and Responsibility

Leaders understand the context of their school and enable pupils to serve their local community with courage and integrity. For instance, giving ongoing support and developing meaningful relationships with a local night shelter. This enables pupils to explore some of the deeper ideas relating to social issues and advocacy. The curriculum and worship enable them to encounter the vision of serving others with love and truth. Pupils learn about justice and changemakers which develops their understanding of how to be active and caring citizens. This is evident through learning themes such as 'What qualities do you need to make a difference?' Pupils are empowered to develop a sense of responsibility through leadership opportunities, such as school councillors and RE Ambassadors. As a result, they have positive relationships and take responsibility towards others.

Religious Education

Inspired by the school's vision, and with strong leadership, RE is prioritised and a key part of the wider curriculum. The RE curriculum is well planned and balanced. It provides pupils with opportunities to learn about a range of worldviews and religions as a result, they enjoy and speak enthusiastically about RE. Additional RE days and visits help pupils make connections and deepen learning. Strong links with the diocese ensures leaders have access to relevant training which positively impacts on staff. The new curriculum framework, which provides opportunities to enhance pupils' critical thinking and religious literacy, is at an early stage of implementation. Pupils are starting to develop an understanding of how to explore religions and practices through philosophy, theology and social science. However, the full impact of this is not evident as it is at an early point of development.

RE teaching is strong and, therefore, pupils progress well. It provides opportunities to reflect on the 'big questions' and experience creative learning that is challenging. As a result, pupils express thoughtful ideas and respect different views. There is a personalised approach to learning that meets the needs of pupils, including those who are vulnerable, and supports learning. Staff accurately assess understanding and plan next steps needed for pupils' progression. Consequently, assessment is effective and the feedback strategies extend learning. For example, additional 'challenge questions' encourage deeper reflection. Leaders effectively evaluate and develop teaching and learning in RE.

Information

Address	Saunders Ness Road, Isle of Dogs, London, E14 3EB		
Date	20 January 2026	URN	100954
Type of school	Voluntary aided	No. of pupils	390
Diocese	London		
Headteacher	Calum Howard		
Chair of Governors	Michael Blaby		
Inspector	Rachel Phillips		