

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Luke's Halsall Church of England Primary School

#### Vision

*My Commandment is this, 'Love one another as I love you.' John 15 v12*

*This empowers each one of us to live out and be challenged by our mission of, 'Inspiring lives, building futures together with Jesus'*

**St Luke's Halsall 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

- The Christian vision is carefully woven through each aspect of the school's mission. It is central to the purpose and lived reality of day-to-day life at St Luke's.
- A deeply rooted culture of care and support permeates the school community. This ethos is consistently inspired by the vision of loving one another as God loves.
- A valued and effective partnership between the school and church enriches collective worship, making it inspiring and engaging. This fosters opportunities for attendees to develop spiritually.
- By consistently living out its clear and purposeful Christian vision, the school nurtures pupils who are well-informed about justice and responsibility. They are empowered to contribute positively to the world around them.
- Religious education (RE) is delivered effectively by knowledgeable staff and leaders, with robust assessment practices supporting pupils to make strong progress in their learning.

#### Development Points

- Develop a deeper, shared understanding of spirituality within the curriculum. Thus, enabling both adults and pupils to recognise and articulate their own spiritual development with greater confidence and consistency.
- Expand pupils' awareness of the breadth and diversity within worldviews and beliefs. This is to strengthen their knowledge and understanding, enabling them to be prepared for living in today's society.



## Inspection Findings

### Vision and Leadership

Leaders at St Luke's Halsall have established a deeply embedded Christian vision that drives many aspects of school life and decision-making. This includes purchasing the support of in-school counselling services and financing additional emotional support for pupils. Rooted in the principle of 'loving one another, as God loves,' it enables strong and flourishing relationships across the school community. Central to this is the highly effective partnership with the church. Members provide handmade classroom resources, whilst staff are welcomed with a holding cross that reflects the school's culture of care and belonging. Leaders model the vision consistently, ensuring it remains at the heart of the school's work. They demonstrate compassionate support for staff through meaningful gestures and acts of kindness that nurture wellbeing. Governors further strengthen the lived-out vision by providing effective support and challenge. This includes through using the question 'what would Jesus do'. As a result, a culture of care, inclusion and mutual support enables pupils and adults to feel secure and valued. This is particularly evident during times of difficulty. Through effective monitoring and evaluation, leaders maintain a clear understanding of how the school community is flourishing. Lesson evaluations, pupil and parent feedback forms show how values shape experiences such as modelling love and kindness. Thus, leaders know that pupils and adults feel cherished and are nurtured to live and learn as Jesus taught.

### Vision and Curriculum

Across the curriculum, leaders are determined that the vision underpins the lesson planning. For example, learning about spring, carefully supports key themes of Easter. There are clear links revisiting learning in PSHE, RE and through collective worship. As a result, pupils flourish in their learning and personal development. Furthermore, pupils are taught a range of themes so they are prepared for the world around them. One example is using books to learn about diversity in English. Consequently, pupils learn that their vision, based on love and respect, can shape their future lives. Pupils and adults are less confident in articulating their spiritual growth and recognising moments of spiritual development. Leaders have, however, established an agreed definition and understanding of spirituality through effective partnerships and high-quality training. Consequently, opportunities for spiritual development are being planned more intentionally across the curriculum. Enrichment opportunities, such as sporting clubs and church-school lunchtime sessions are well attended. Careful leadership of these ensures pupils, including those deemed vulnerable, access and thrive within their school community. This is reflected in their positive behaviour and the care they show towards one another.

### Worship and Spirituality

The exceptional partnership between school and church enriches collective worship through activities such as experience harvest, Pentecost or Easter. These enable pupils and adults to reflect meaningfully on their faith and spirituality. Leaders work collaboratively to plan and deliver worship through creative approaches, such as celebration, reflection, prayer, sign and song. As a result, worship is engaging, inclusive and deeply valued. The well-attended half-termly 'Big Breakfast Worship' is particularly valued. It provides a strong example of the vision being lived out. Worship experiences also extend beyond daily collective worship. Vision and value themed reflection areas throughout the school provide meaningful spaces where pupils can pause and pray. These provide a strong foundation for pupils to explore their own spiritual growth in more depth. Worship traditions are firmly embedded and pupils are given regular opportunities to lead and evaluate worship. Effective systems for evaluation ensure leaders, governors and the church community have a clear understanding of worship's impact on pupils and adults. As a result, collective worship is continually refined, deepening engagement and supporting spiritual development.



### Vision and School Culture

The depth with which leaders articulate and model the vision creates a culture of love and care. Relationships are characterised by kindness, respect and support, reflected in the positive way pupils interact with each other. Behaviour management and governor decision are rooted in the question 'what would Jesus do?' encouraging pupils and adults to treat each other respectfully. Leaders demonstrate genuine compassion for pupils, families and staff, always making time to listen and provide support. During periods of significant challenge and loss, the school community particularly embodied the culture of care and support. Wellbeing is prioritised, including through a dedicated governor committee. Staff are committed to helping pupils and adults become the best they can be within the love of God. This includes ensuring support for pupils who may struggle coming into school. Pupils develop a strong sense of self-worth alongside an understanding of how to care for others. Leaders ensure learning is adapted effectively for vulnerable pupils through appropriate support and resources. As a result, pupils and adults flourish and know they are loved and valued members of the school family.

### Vision, Justice and Responsibility

Leaders have established a strong commitment to helping pupils understand justice and responsibility. From an early age, pupils explore these concepts. For example, young pupils, including in the nursery, demonstrate love and care for God's world, making bird feeders and planting wildlife. A planned curriculum enables each year group to explore values through the theme of 'agents for change.' This inspires pupils to support local and global causes, including addressing traffic issues outside school and joining beach cleaning projects. Learning about deforestation inspires pupils to write to their local Member of Parliament about caring for the environment. Moreover, learning about homeless people resulted in pupils organising a sock collection. Through these experiences, pupils develop deep compassion for others. This culture of justice and service is embedded across the school community and provides pupils with strong foundations for their future lives.

### Religious Education

Leaders have ensured the RE curriculum is well-planned and enables pupils to develop a deep understanding of Christianity. Pupils and adults speak enthusiastically about RE and engage positively in lessons. From the earliest years, pupils are immersed in experiences helping them to explore Christian belief. For example, younger pupils learn about the Holy Spirit through practical exploration and discussion. Leaders, including governors, make effective use of training and external support to strengthen staff knowledge and confidence in RE. The close partnership with the church enriches pupils' experiences by enabling them to explore Christianity as a lived faith. In addition, the curriculum supports pupils' learning about a range of world faiths. However, opportunities to explore a wider range of non-religious worldviews remain limited. This means that pupils' understanding of the tapestry of diverse beliefs, practices and cultural expressions is less developed.

The quality of RE teaching is high. Pupils demonstrate a strong understanding of Christianity and show an awareness of a range of other religions. They recognise the importance of understanding a range of faiths as a part of living well within a diverse society. Leaders monitor the delivery of RE carefully and use assessment effectively to identify strengths and next steps in learning. Assessment approaches have been reviewed and adapted successfully to meet the needs of pupils. Staff teach RE with enthusiasm and confidence, enabling pupils including those with special educational needs and/or disabilities (SEND) to engage deeply and produce thoughtful work.

## Information

Address	Cooks Road, Crosby, Liverpool, L23 2TB		
Date	5 May 2026	URN	104921
Type of school	Voluntary Aided	No. of pupils	234
Diocese	Liverpool Diocese		
Headteacher	Richard Miller		
Chair of Governors	Lesley Deninson		
Inspector	Rachel Jones		