

# Inspection of St Luke's Primary School

Ruscoe Road, Canning Town, London E16 1JB

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Inspection dates: 6–7 November 2019

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this school?**

Pupils enjoy school. They feel proud to be part of such a warm and welcoming community. Pupils are polite and show respect to each other. They like playing with older and younger pupils. They told us that this creates a real 'family feel' to the school.

The school's values underpin the school's work. Pupils demonstrate their understanding of the values in the positive way that they behave. Pupils feel safe. They are adamant that bullying is rare. Pupils say that if they fall out, staff help them to sort it out.

Pupils enjoy their learning. They work hard and achieve well. Pupils are keen to learn the interesting topics that teachers prepare for them. They can see clear connections between what they are currently learning and what they have learned before.

Pupils like taking part in the clubs provided by the school. Take-up is high and clubs soon become full. Leaders believe it is important to help all pupils to flourish both socially and academically. Leaders and staff want every pupil to do as well as they can. Parents and carers agree that this is the case.

## **What does the school do well and what does it need to do better?**

Leaders have created a caring school where pupils are known individually. Expectations are high. Since the appointment of the current headteacher, results in national assessments have got better. By the time they reach the end of Year 6, pupils are ready for secondary school.

Staff have worked together to design a curriculum that meets the needs of all pupils. Leaders have organised it well so that pupils learn the right things in the correct order. Staff seek ways to support pupils with special educational needs and/or disabilities (SEND). They make sure that all pupils can access learning in class and/or in small groups.

In English, teachers know exactly what to teach and how to teach it. They follow the school's chosen approaches. Each class has a daily reading lesson. The teaching of reading is effective. This is because staff match pupils' books to their reading ability. By the time they are in Year 2, many pupils are fluent and enthusiastic readers.

Similarly, in mathematics, teachers follow well-thought-out plans. Teaching helps pupils to develop a strong basic knowledge of mathematics. Pupils in a Year 4 lesson were able to apply multiplication skills learned in previous lessons to their current work with ease and confidence. However, they need more opportunities to use their knowledge to help them to solve problems.

Pupils' work in science shows they do not get enough time to consolidate what they have learned before they move on to the next topic. Teachers do not include science enquiry in their lessons. Pupils' knowledge in this subject is not strong. Leaders have plans in place to address this.

In other subjects such as history, modern foreign languages (MFL) and physical education (PE), pupils learn well. They develop their knowledge and skills in a systematic and sequential way. For example, in a Year 2 PE lesson, pupils could apply skills already learned such as jumping forward and sideways. We watched them use these in a competitive obstacle course.

Children quickly settle into the early years as transition is carefully planned. The curriculum ensures that the learning activities match the children's needs and interests. For example, this term pupils are learning about caring for each other. They have discovered an 'alien egg' on the playground which they need to take care of. Children in Reception were eager to tell us about the rocket that had landed on the playground carrying aliens from Mars! Relationships are positive between adults and children.

Pupils behave well in lessons and around the school. They can get on with their learning without distraction. Pupils learn to think about other people and the wider world. For example, pupils recently took part in a 'Keep Britain Tidy' project. They considered the impact that litter has on the environment and what can be done about it. Pupils spoke thoughtfully about the difficulties for homeless people. They donate food to a homeless shelter during the year. They look forward to arranging a meal and donating gifts for the homeless in school on the last day of term each year.

Leaders and governors lead and manage the school well. They prioritise pupils' personal development, including those who are disadvantaged. All pupils have access to a wide range of extra-curricular activities. Staff encourage pupils to have high aspirations for what they can achieve and become. Pupils said that the 'Careers Day' programme inspired them to 'aim high'. They learned about a range of careers from the visiting companies.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff receive appropriate and up-to-date training. They understand what to do if they are concerned about a child. Leaders take appropriate action to safeguard the most vulnerable children.

Leaders are knowledgeable about important areas of safeguarding. They have provided extra training and curriculum opportunities to help pupils learn how to stay safe. For example, pupils met with the community police resilience team and learned about knife crime from the Ben Kinsella Trust. Pupils know about internet safety and how to keep safe when in the community.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Teachers have strong subject knowledge in most subjects. They use this well to explain knowledge and concepts to pupils. Leaders should ensure that staff are provided with the necessary training to ensure that their subject knowledge is equally strong in science. Pupils should have more opportunities for scientific enquiry and to consolidate their knowledge in this subject.
- Mathematics is taught well, especially pupils' confidence and fluency with numbers. More opportunities for the application of mathematical skills to solve problems would benefit pupils in embedding their understanding of the concepts learned.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	102766
<b>Local authority</b>	Newham
<b>Inspection number</b>	10110499
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Margaret Wright
<b>Headteacher</b>	Matthew Hipperson
<b>Website</b>	<a href="http://www.st-lukes.newham.sch.uk/">www.st-lukes.newham.sch.uk/</a>
<b>Date of previous inspection</b>	8 July 2008

## Information about this school

- St Luke's Primary School is an average-sized primary school.
- The proportion of pupils eligible for the pupil premium is slightly below the national average.
- The proportion of pupils with SEND is slightly higher than the national average.
- The most recent statutory inspection of Anglican and Methodist Schools (SIAMS) was carried out in April 2019 on behalf of the Diocese of Chelmsford. The school received a good judgement.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We looked at safeguarding arrangements by speaking with leaders, staff and pupils, and reviewing documents, policies and the school's systems for recording concerns. We reviewed the school's system for carrying out checks on the suitability of staff to work with children.
- We reviewed policies and documentation relating to governance. We also looked

at records of pupils' behaviour and attendance.

- We did deep dives in these subjects: reading, mathematics, science and history. We visited lessons, looked at work in pupils' books and met with pupils, subject leaders and teachers. Other subjects were also considered as part of this inspection.
- We met with the headteacher, other senior leaders, teachers, the chair of the governing body and three other governors.
- We reviewed the school's self-evaluation documents and improvement plans.
- We observed pupils in a range of situations, including at break and at lunchtime.
- We held conversations with groups of pupils, and spoke to pupils in lessons, in the playground and in the dining hall.
- We met with leaders to discuss bullying, attendance and exclusions.

### **Inspection team**

Danvir Visvanathan, lead inspector                      Ofsted Inspector

Teresa Neary    Ofsted Inspector

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