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8 January 2020

Shaun Miles  
Headteacher  
St Luke's C of E Primary School  
New Penkridge Road  
Cannock  
Staffordshire  
WS11 1HN

Dear Mr Miles

### **No formal designation inspection of St Luke's C of E Primary School**

Following my visit with Chris Pollitt, Her Majesty's Inspector, to your school on 17 December 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector wished to determine the effectiveness of safeguarding arrangements and the effectiveness of leadership and management in the school, including governance, as concerns had been raised with Ofsted.

### **Evidence**

Inspectors scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. They held meetings with the headteacher and other senior leaders, the designated safeguarding leader (DSL) and deputy DSL. Inspectors spoke with parents, pupils, staff, including kitchen, cleaning and support staff, the chair of the governing body (GB) and the safeguarding governor. The lead inspector spoke to a colleague from the local authority safeguarding team on the telephone. The lead inspector reviewed complaints received by Ofsted.

Inspectors visited lessons and observed pupils at breaktime, lunchtime and lesson changeover times. They spoke to pupils about how they learn to keep themselves safe and about what it is like to be a pupil at the school. Inspectors scrutinised minutes of GB meetings, the headteacher's reports to the GB as well as

safeguarding briefings, training records and referral systems. The lead inspector reviewed the actions taken by leaders following referrals and complaints.

Having considered the evidence I am of the opinion that at this time:

Safeguarding is effective.

## **Context**

There are 449 pupils on roll. The school has a Christian faith ethos. The proportion of pupils from minority ethnic groups is below the national average. The proportion of pupils who speak English as an additional language is significantly below the national average. A smaller than average proportion of pupils are entitled to free school meals. The proportion of pupils included in the register of special educational needs and/or disabilities and pupils currently with an education, health and care plan are below the national average. There are two newly qualified teachers employed at the school. There have been some staffing changes, particularly in the early years. The headteacher has been in post since 2013. He is also the DSL. The chair of governors was appointed in September 2019, but has been a member of the GB for some years.

Pupils are safe at the school. This is because senior leaders have ensured that safeguarding procedures are robust. A number of complaints about the school have been submitted over recent months. These focus on safeguarding and leadership issues. Leaders respond effectively to concerns raised by any stakeholders. Where appropriate, leaders and governors have strengthened practice because of lessons learned.

Leaders ensure that pupils know about potential risks. Local and regional issues are discussed in assemblies and personal, social and health education (PSHE) lessons to help pupils understand how to keep themselves safe. For example, the PSHE programme includes lessons about drug and alcohol misuse. Pupils say they feel safe and that they know how to keep themselves safe, particularly online. They enjoy the assemblies to educate them about how to stay safe in a range of different scenarios. Pupils get on well with each other. Inspectors observed them playing and learning well together. Bullying is rare. Staff swiftly deal with any that may occur.

Staff are well trained to spot the signs of abuse or neglect. At the start of every school year, staff learn about changes to statutory safeguarding guidance. Staff receive regular, detailed updates from the DSL. Staff know when pupils need help and what to do. All staff, including support, cleaning and kitchen staff, know what systems to use to refer any concerns they may have about a pupil's welfare. All concerns are acted on quickly and effectively. Leaders frequently seek advice and help when a concern has been raised. Staff work closely with external agencies to ensure that pupils are safe.

Leaders complete all relevant pre-employment checks on staff and keep accurate records of these. They ensure that all staff are fit to work with children and make sure that staff who are new to the school receive the training they need to understand the school's safeguarding policies and procedures.

Pupils behave very well. Lessons are free from disruptions and relationships between adults and children are friendly and purposeful. Exclusions are very low and used effectively when needed and after all other options have been exhausted. Pupils are happy and enjoy coming to school. This is evident in high attendance figures. Pupils speak highly about their school. The vast majority of parents are complimentary about the school. Most have explained how they have moved into the local area to ensure their child would receive a place at this school. Almost all parents would recommend the school to others.

The headteacher collates information about bullying and behaviour incidents. Although records exist, they are not as well developed as they could be. This means that leaders are not easily able to spot any trends or patterns over time. For example, trends in behaviour cannot be analysed quickly. Leaders are currently working on a more effective way to collate this information.

The new chair of the GB and the safeguarding governor understand safeguarding well. They have acted after complaints have been received and they work well with parents of pupils involved. A number of changes have been implemented to ensure that procedures are strengthened further. Governors and leaders have worked with the local authority safeguarding team to audit their safeguarding procedures and ensure their practices are effective.

### **External support**

Leaders work closely with officers from the Staffordshire Council safeguarding team, who have reviewed safeguarding arrangements in the school.

### **Priorities for further improvement**

- Some record-keeping, such as those records concerning behaviour and bullying incidents, are not as well developed as they should be. This means that leaders are not quickly able to analyse and review the information and spot any trends or patterns over time. Leaders need to make sure that records allow them to spot signs and patterns in pupils' behaviour more effectively.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Lichfield, the regional schools commissioner and the director of children's services for Staffordshire. This letter will be published on the Ofsted website.

Yours sincerely

Bianka Zemke

**Her Majesty's Inspector**