

Inspection of a good school: St Luke's CofE Primary School

New Penkridge Road, Cannock, Staffordshire WS11 1HN

Inspection dates:

10 and 11 November 2021

Outcome

St Luke's CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud to be part of St Luke's CofE Primary School. They said that their school is a calm and safe place. Staff promote positive relationships and model the school values, which include trust, respect and open minds. These values help to create an inclusive and supportive community.

Leaders, staff and governors have high expectations of pupils. Pupils enjoy learning. They achieve well and become confident and compassionate individuals. One Year 6 pupil told the inspector, 'I am ready for secondary school.'

Pupils are kind, respectful and caring towards each other and adults. In lessons, they listen carefully and work hard. Pupils said that incidents of bullying are infrequent and that staff sort out any issues quickly. Almost all parents who shared their views were positive about the work of the school. They appreciate the education and support that their children receive.

Staff provide pupils with the chance to develop new interests and talents. Clubs on offer include multi-sport, art and gardening. These clubs are well attended. Pupils who take part in these clubs earn 'Children's University' points and attend a graduation ceremony. During this ceremony, pupils' commitment to learning new skills is celebrated.

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

Pupils enjoy learning a broad range of subjects. Leaders have made sure that the curriculum in most subjects details the knowledge and skills that pupils need to learn. This careful sequencing of knowledge and skills ensures that pupils build on what they already know. It also helps pupils to remember more. Pupils can talk confidently about what they have learned.

Classrooms are calm. Pupils have positive attitudes to learning. They work well on their own and with others. When asked to complete a challenge, pupils respond enthusiastically and persevere.

The mathematics curriculum is well implemented. Teachers' subject knowledge is strong. They have benefited from training and support from the mathematics leader and external providers. The mathematics leader has adapted the curriculum so that any learning gaps caused by COVID-19 can be addressed quickly. In the early years, pupils find different ways of making numbers up to 10 with confidence. In Year 6, pupils recall number facts and solve complex problems successfully. Pupils particularly enjoy the 'prove it' challenges.

In a few subjects, such as history and geography, leaders have not mapped out the exact knowledge they want pupils to learn, or when they want pupils to learn it. As a result, pupils do not study these subjects in enough depth or remember their previous learning.

Reading is well organised and delivered. Pupils learn to read with accuracy and fluency. They start to learn phonics as soon as they start in the Nursery. Pupils in the early years and Years 1 and 2 practise their sounds daily. As soon as pupils are ready, they learn to read simple books and write simple sentences. Pupils, including older pupils, who need extra help benefit from more support with their reading.

One pupil told the inspector, 'It is important to read widely because you learn to understand other perspectives and learn new knowledge.' However, some pupils do not read a wide range of books, stories or poems. Leaders have suitable plans in place to promote a love of reading.

Staff promote pupils' personal development effectively. Through the curriculum, pupils learn about equality and being responsible citizens. Pupils enjoy performing. At the time of the inspection, Year 6 pupils spoke to the whole school about remembrance, and an ex-pupil played the Last Post. Staff, pupils and governors listened respectfully, before taking a moment to reflect.

Teachers check what pupils know, understand and can do. They use this information well to plan what pupils, including those with special educational needs and/or disabilities (SEND), need to learn next. This ensures that in most subjects pupils' learning builds on what they already know.

The special educational needs coordinator (SENCo) works with staff to identify the pupils who need extra help. In reading, writing and mathematics, teachers ensure that pupils with SEND have the additional resources they need to complete their work. In some subjects, this is not the case. As a result, some pupils with SEND do not move on in their learning quickly enough.

Leaders have high expectations of themselves, staff and pupils. They are reflective leaders who continually seek to improve the educational experiences of pupils at St Luke's. Governors use their skills and expertise to support and challenge leaders. Staff appreciate the actions leaders and governors take in relation to their workload. One teacher commented, 'We are a great supportive team who work together.'

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Pupils learn how to keep safe and understand risk, including online. In consultation with pupils, staff have created the motto, 'feel it, name it, say it'. This three-step approach helps pupils to talk about and report any concerns to an adult.

Staff know the pupils' families well and notice if something is wrong. They work closely with external agencies to make sure that pupils get the support they need. Leaders make sure that the required pre-employment checks for adults take place. Leaders, staff and governors keep up to date with the latest safeguarding training and guidance.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans in a minority of subjects do not make clear the knowledge and skills pupils should learn. This does not help the pupils to deepen their knowledge or remember and recall what they have learned. Leaders should make sure that teachers know in detail what pupils need to be taught, so that pupils can learn content well.
- Although pupils learn to read with confidence, some pupils do not read a wide range of books, stories and poems. As a result, they do not develop a lifelong love for reading. Leaders should make sure that staff promote reading for pleasure.
- In some subjects, teachers do not give pupils with SEND the extra resources these pupils need to complete their tasks. On occasions, this stops the pupils with SEND from accessing their learning. Leaders should help staff to extend the strategies they use in reading, writing and mathematics across the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the third section 8 inspection since we judged the school to be good in September 2011.

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 information from Ofsted Parent View 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 are the school and you are 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

Unique reference number	134353
Local authority	Staffordshire
Inspection number	10205147
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	The governing body
Chair of governing body	Nikki Westwood
Headteacher	Shaun Miles
Website	www.st-lukes-cannock.staffs.sch.uk/
Date of previous inspection	17 December 2019, under section 8 of the Education Act 2005

Information about this school

- A new chair of governors was appointed in September 2021.
- The most recent section 48 inspection, which is an inspection of the school's religious character, took place in November 2016.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- The inspector met with the headteacher, the deputy headteacher, the mathematics leader, the SENCo, the school curriculum leader and a range of staff and pupils.
- The inspector met with a group of governors, including the chair of the governing body. A telephone call was held with a representative from the diocese.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans,

visited a sample of lessons, spoke to teachers, spoke to some pupils formally and informally about their learning, and looked at samples of pupils' work.

- The inspector also spoke to leaders about art, physical education, relationships and sex education, music, science and geography.
- To evaluate the effectiveness of safeguarding, the inspector reviewed relevant school policies and records. The inspector spoke with the headteacher, who is also the designated safeguarding lead. Throughout the inspection, the inspector also spoke to staff, governors and pupils about safeguarding.
- The inspector looked at 112 responses to Parent View (Ofsted's online questionnaire) and 59 free-text responses from parents to find out their views on the school. The inspector also considered the 47 responses to the Ofsted staff questionnaire.

Inspection team

Usha Devi, lead inspector

Ofsted Inspector

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