

Inspection of Skerton St Luke's Church of England Primary School

Slyne Road, Lancaster, Lancashire LA1 2JH

Inspection dates: 10 and 11 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy to come to school. They said that they are well cared for and that everyone gets along well together. Pupils know that they can trust the staff in school to listen to any worries or concerns that they may have. Pupils are confident that adults will keep them safe.

Leaders have high expectations of what all pupils, including those with special educational needs and/or disabilities (SEND), can achieve. Pupils rise to these expectations. Teachers strive to make lessons interesting. As a result, pupils enjoy their learning.

Adults expects pupils to behave well, and they do. Pupils are polite and well mannered. Pupils said that staff help them to sort out any friendship issues that they may have. They know that bullying, if it happens, is dealt with immediately by leaders.

Parents and carers are supportive of the school. They appreciate the efforts of the new leadership team to support them throughout and beyond the COVID-19 pandemic. Pupils enjoy the many clubs and activities that they are offered in school. For example, in the Reception class, children can join the little builders club. All pupils particularly enjoy visiting the 'room of wonder'. Pupils are looking forward to getting back in this room now that the COVID-19 pandemic restrictions have lifted.

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

Since the previous inspection, leaders have designed an ambitious curriculum. Leaders and teachers ensure that pupils have opportunities to learn across a wide range of subjects. Teachers design engaging and memorable activities that help pupils know and remember more. For example, in history, older pupils can recall and discuss different invaders and settlers.

Teachers have good subject knowledge. In most subjects, they design activities that help pupils, and children in early years, to remember what they have learned. For example, in Reception, children on a mini-beast hunt were able to use their phonics knowledge to help them write about what they had learned.

The curriculum begins in the Reception class and it is ordered so that pupils can build on their existing knowledge. However, in some subjects, assessment strategies are not used well by teachers to check what pupils already know. This means that teachers do not build on pupils' prior learning as effectively as they could.

Learning to read is a key priority for leaders and staff. Children are taught to read as soon as they start in the Reception class. Leaders have ensured that staff are well trained. Pupils read books that closely match the sounds that they are learning. This means that they can read with accuracy and increasing confidence. However, at times, teachers do not check often enough how well pupils are remembering the

sounds and letters that they have been taught. This means that some pupils who fall behind are not identified quickly. As a result, a small number of pupils have gaps in their phonics knowledge.

Older pupils are enthusiastic about the books that they read. Leaders have developed pupils' love of reading effectively. Pupils have access to a wide range of high-quality books to develop their vocabulary and increase their enjoyment of reading.

Pupils behave very well. This begins in Reception, where children learn to follow clear routines. Pupils move around school in a composed and orderly manner. Lessons are calm and learning is purposeful.

Pupils make a full contribution to the life of the school. Leaders help pupils contribute to their community in Skerton and beyond. Pupils learn about Christianity and other world religions. Each class contributes to charities locally, nationally and internationally. Leaders have developed a curriculum that allows pupils to learn about healthy relationships. This starts as soon as children join the school in Reception. Pupils learn about life in modern Britain. They also learn about what they might like to do when they grow up and the careers that are available to them. Pupils are well prepared for their next stage of education.

Leaders ensure that pupils, including those with SEND, are well supported. Staff know pupils well and identify any additional needs quickly. Leaders work with a range of agencies and specialists to support pupils with SEND. This means that these pupils can access the same curriculum as their peers.

The leadership team has a clear vision for the school. Leaders know the school's strengths and what needs to improve. Leaders and governors ensure that staff are well supported to manage their workload and well-being effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors make sure that all staff are well trained to help keep pupils safe. This means that staff are alert to any sign that pupils might be at risk from harm. Adults know what to do if they are worried about a pupil. Staff work closely with other agencies to ensure that families get the help and support that they need.

Through the curriculum, pupils learn about the risks that they might face as they get older. For example, they learn how to keep themselves safe when online. Pupils learn how to keep themselves safe in the community, for example when riding their bicycle or crossing the road.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, assessment strategies do not provide teachers with a clear enough understanding of what pupils have learned. This means that teachers are not able to plan learning that builds on what pupils already know and can do. Leaders should ensure that teachers are equipped with suitable assessment strategies in these subjects.
- Some teachers do not check frequently enough how well pupils are gaining the intended phonics knowledge. As a result, support to help pupils to catch up is not implemented swiftly enough. Leaders should ensure that the assessment of children's and pupils' phonics knowledge allows teachers to quickly check for any gaps in their learning.

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	119534
Local authority	Lancashire
Inspection number	10226178
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair of governing body	Lucy Ellis
Headteacher	Catherine Armistead
Website	www.skertonstlukes.lancs.sch.uk
Date of previous inspection	27 and 28 June 2018, under section 5 of the Education Act 2005

Information about this school

- Leaders make use of one registered alternative provider.
- The governing body manages the after-school provision.
- Since the previous inspection, two assistant headteachers have been appointed.
- This is a Church of England primary school. Its most recent section 48 inspection took place in November 2015.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics, art and design, and science. This included visiting lessons with subject leaders, discussing the

subject curriculums, talking to pupils and teachers and looking at pupils' work. An inspector observed pupils reading to a familiar adult.

- Inspectors met with the headteacher and other senior leaders. The inspectors also met with subject leaders and groups of teachers.
- Inspectors met with five representatives of the governing body, including the chair of governors. The lead inspector also spoke with an adviser to the school and a representative from the local authority.
- Inspectors spoke with pupils in meetings and around the school.
- Inspectors considered responses to Ofsted Parent View and reviewed responses to Ofsted's staff and pupil questionnaires.
- Inspectors reviewed leaders' procedures for safeguarding. This included looking at documentation and talking to members of staff and pupils.

Inspection team

Emma Jackson, lead inspector

Ofsted Inspector

Kathy Hall

Ofsted Inspector

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