

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

West Beams Road, Sway, Lymington, Hampshire SO41 6AE

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Inspection dates: 24 to 25 January 2023

## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Outstanding

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

St Luke's is a school at the heart of the village community, but with a global outlook preparing its pupils for life in the 21st century. Pupils are clear that everyone is welcome at their school and that everyone is caring and supportive of each other, no matter their differences. Pupils learn about a wealth of global and local issues and have a strong understanding of fairness and injustice.

Leaders have high expectations of behaviour and conduct, and this is demonstrated impeccably across the school. Pupils are always fully engaged in their lessons and have a clear appetite to learn. This is remarkably evident from their strong subject knowledge and enthusiasm when speaking about a range of topics with inspectors. Pupils are exceptionally polite and well-mannered and feel happy and safe at school. There are strong relationships demonstrated in the classroom between the staff and pupils and a clear mutual respect for everyone.

Pupils are clear that bullying is very unlikely to happen, and they all feel it would be swiftly dealt with if it did. Pupils are given the tools to be resilient, confident and happy learners through planned activities which support pupils' wider well-being very effectively.

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

Children get off to an incredible start in early years. Leaders have ensured that children can access a carefully considered curriculum which links clearly into key stage 1 and beyond. Adult interactions are of exceptional quality and there are extensive opportunities for children to develop high-quality speaking and listening skills.

Throughout the school, the curriculum clearly maps out skills, knowledge and vocabulary across all subjects. This enables pupils to gain a wealth of understanding and detailed subject knowledge which prepares them very well for the next stages of education. Work is of a high quality in all subjects, and this is seen not just in books but also around the school, which is filled wall to wall with exceptional pieces of art and writing. For example, Jackson Pollock art recreations by Year 1 pupils are of very high quality.

Pupils learn to read with accuracy and confidence. This is due to the highly effective and consistent teaching of the agreed phonics scheme. Books are carefully matched to sounds and teachers rapidly identify those pupils who need extra support. All pupils across the school have a love of reading and a wealth of knowledge about authors and the types of books they write. Children in early years have access to a range of books to spark that interest from an early age. The books are easily accessible and everywhere in the classroom. Within the Reception class, skilfully designed areas ensure that opportunities for reading and writing are everywhere and are often carefully linked to role play or books.

Leaders ensure that staff have high levels of expertise in all areas of teaching. There is effective training and development available to enable all staff to teach consistent high-quality lessons. The curriculum is highly ambitious, and leaders have worked to strengthen any gaps in learning that occurred during the pandemic. As a result, pupils' work and subject knowledge is of high quality.

There are clear systems in place to identify and support pupils with special educational needs and/or disabilities (SEND). This allows them to access the full curriculum. Leaders are highly knowledgeable and ensure that the appropriate support for each child is provided. Leaders review the effectiveness of this support for all pupils across the curriculum. Teachers ensure that there are no barriers to allowing all pupils to access the full curriculum successfully.

Leaders have created a comprehensive relationships, sex and health education (RSHE) curriculum. This focuses on pupils' understanding of key areas such as relationships, healthy living, mental well-being and keeping safe online. Leaders also prioritise pupils' broader development through access to a range of clubs and visits. Pupils are enthusiastic about these experiences, which provide them with a deeper interest in the curriculum and enhance their knowledge further. Pupils also have a wider understanding of British values and the protected characteristics. Pupils are clear that everyone is welcome here no matter where they come from or how different they are. Pupils all expressed the view 'different family, same love' and believed in the message wholeheartedly.

Leaders are truly ambitious for their school and want the best outcomes for all pupils. They have created a consistent teaching approach and broad curriculum which challenges and engages pupils while at the same time develops character and ensures well-being. Leaders, including governors, ensure that staff are looked after and supported to deliver this ambitious approach. Staff value the high level of support and coaching they receive from leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Processes for safeguarding are highly effective and robust. Leaders ensure that effective policies and procedures are in place and are tenacious in their record-keeping. Staff receive regular training that allows them to be vigilant and have a well-developed understanding of the risks facing pupils. The headteacher works closely with families to offer support where appropriate. Governors ensure that robust monitoring of school systems are in place. Pupils know how to keep safe and have a strong understanding of who to go to if they have concerns. For example, they were also fully aware of Childline and their work.

## 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.

## 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>	116318
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10242318
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair of governing</b>	Jenny Francis
<b>Headteacher</b>	Rachel Goplen
<b>Website</b>	<a href="http://www.st-lukes.hants.sch.uk">www.st-lukes.hants.sch.uk</a>
<b>Dates of previous inspection</b>	22 and 23 January 2009, under section 5 of the Education Act 2005

## Information about this school

- The school has a religious character and is part of the Winchester Diocese. The last SIAMS report was in July 2019.
- The school does not currently use any alternative provision.
- The school operate a breakfast and after-school club on site.
- The proportion of pupils with SEND is close to average, while those with an EHCP are well below national average.

## Information about this inspection

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

- This was the first routine inspection the school 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 four deep dives in early reading, mathematics, art and science. For each deep dive inspectors met with subject leaders, looked at

curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils and looked at samples of their work.

- Inspectors met with the headteacher, the deputy headteacher, SENDCo and teaching and learning leader.
- Inspectors looked at a wide range of documents provided by the school.
- An inspector met with representatives from the governing board, local authority and diocese.
- Inspectors met with pupils, parents and staff and also took into consideration the feedback from Ofsted questionnaires.
- Inspectors observed pupils' behaviour around the school and in lessons.

### **Inspection team**

Simon Woodbridge, lead inspector

His Majesty's Inspector

Laura James

His Majesty's Inspector

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