

Inspection of St Luke's Church of England Primary School

Linton Grove, West Norwood, London SE27 0DZ

Inspection dates: 24 and 25 May 2023

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

What is it like to attend this school?

Pupils are exceptionally happy and proud to talk about their school. Leaders have high aspirations for all pupils and provide an ambitious curriculum. They place high importance on pupils understanding their community and the wider world. The school values thread through every aspect of school life. Pupils are encouraged to show their resilience and to 'bounce back' when faced with a challenge.

Pupils demonstrate respectful behaviour throughout the school. They support each other with learning and they care about how their peers are feeling. Leaders provide an inclusive environment and opportunities for pupils to celebrate their own identity. Pupils are taught how to reflect on their actions and their work. Teachers and pupils share positive respectful relationships. Pupils know that if they have any worries, an adult will help them.

Leaders provide pupils with a wealth of personal development opportunities. All pupils learn to play an instrument. Leaders provide opportunities for pupils to take on roles of responsibility. Pupils are proud of the difference they make to the school community. For example, safeguarding ambassadors greet pupils at the gate with breakfast. They say that their role is 'to help people to come in with a smile'. Sports leaders teach pupils how to play games at playtimes.

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

Leaders have given careful thought to the curriculum design. They have identified the key knowledge, skills and vocabulary they want pupils to learn. Learning builds over time. Firm foundations of learning start in Reception class. Communication and language are a priority. Staff use every opportunity, including books and stories, to develop children's vocabulary and communication skills. In mathematics, focused sessions teach children to understand numbers. Children practise and apply this knowledge independently in the learning environment. For example, children enjoyed being able to count the number of toy animals in the play area. Leaders are currently focusing on providing further support for the development of children's early handwriting skills. They know that this will help develop pupils' fluency in writing as they get older.

Teachers model learning effectively and give pupils plentiful opportunities to practise what they have learned. They select resources to help pupils remember important vocabulary in a subject. For instance, in geography, Year 2 pupils looked at the key words they had been given to identify physical features. Teachers use questioning to check understanding and to extend pupils' thinking. Pupils verbally articulate their knowledge well. Sometimes, however, the activities that pupils complete do not enable them to explore and extend their understanding in depth.

Leaders place a high priority on reading. All staff have been trained, which ensures a consistent approach to phonics. Teachers check pupils' understanding so that

teaching builds on pupils' existing phonic knowledge. Pupils practise reading with decodable books matched to the sounds they are learning. Teachers address mispronunciations and help pupils to say the sounds correctly. Leaders identify pupils who are not keeping up and provide them with extra support from adults. Reading for pleasure is a focus across the school. Pupils visit the school library each week to choose a book.

Pupils with special educational needs and/or disabilities (SEND) access the same learning as their peers. Teachers adapt learning, for example, through providing additional adult support and resources. For example, pupils in Year 1 used cubes to show halves of quantities. Occasionally, the adaptations to learning are not matched precisely to pupils' needs. In some cases, pupils with SEND move on to learning new ideas before they are ready.

Leaders set clear expectations for behaviour, which pupils understand well. Pupils said that the behaviour in class and in the playground is positive. Classrooms are calm and purposeful, as pupils are focused and engaged. School routines start in Reception, where children follow instructions and expectations effectively. Pupils are polite and show respect to everyone.

The development of each pupil's character and confidence threads through school life. Pupils are taught about positive mental health. All staff support pupils to build their self-esteem and encourage pupils to be proud of who they are. Pupils are taught about the beliefs and opinions of others. Leaders encourage all pupils to participate in clubs. Pupils can try a variety of activities and experiences, and leaders identify and encourage individual talents. Teachers plan trips to enhance pupils' learning of the curriculum. Pupils are proud of the difference they make to the school and wider community through their leadership roles.

Leaders provide training that helps staff to have secure subject knowledge. Leaders carefully consider staff workload and well-being.

Governors and trust leaders have a secure understanding of the school's strategic development. Leaders and teachers value the collaborative work with schools in the trust. Staff are proud to work in the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a strong understanding of safeguarding concerns in their local community. They provide pupils with a curriculum that raises their awareness and understanding. Comprehensive and regular training ensures that all staff know how to identify and support vulnerable pupils. Leaders have robust systems to monitor safeguarding concerns. They work with external agencies effectively to provide the right support for pupils and families.

Pupils feel safe in school. Leaders ensure that pupils are taught how to keep safe online and how to develop positive relationships. Pupils know that they can share concerns and that they will be listened to.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, pupils are set work that does not give them the opportunity to apply and extend their understanding of the subject content taught. When this occurs, it reduces pupils' ability to demonstrate and deepen their understanding. Leaders should support teachers to plan tasks and activities that enable pupils to fully apply and show the breadth and depth of their knowledge.
- For some pupils with SEND, adaptations to learning are, at times, not closely matched to their current needs. When this happens, pupils are set work that does not always build on their current understanding. Leaders need to ensure that adaptations to teaching enable pupils with SEND to develop their understanding of subject content progressively.

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

Unique reference number	145616
Local authority	Lambeth
Inspection number	10255301
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	Board of trustees
Chair of governing body	Brian Birch
Headteacher	Sophia Bryan-Whyte
Website	www.st-lukes-primary.lambeth.sch.uk
Dates of previous inspection	22 and 23 March 2022, under section 8 of the Education Act 2005

Information about this school

- The school joined the Southwark Diocesan Board of Education multi-academy trust in June 2018. It works in a soft federation with local schools.
- The school has a Church of England religious character. The school's most recent section 48 inspection took place in February 2017.
- Leaders do not make use of any alternative provision.

Information about this inspection

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

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders and a range of staff. They also met with the governing body, trustees and a representative from the diocese.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and physical education. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups of pupils about their learning and scrutinising pupils' work. Inspectors also considered the curriculum in other subjects.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered the responses of pupils, parents and staff to Ofsted's online surveys.
- To inspect safeguarding, the inspectors met with leaders with responsibility for safeguarding and considered safeguarding documents and records. These included the school's records and plans for supporting pupils who have been referred to outside agencies.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sacha Husnu-Beresford, lead inspector His Majesty's Inspector

Teresa Neary Ofsted Inspector

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