

# Inspection of a good school: St Luke's Church of England Primary School

Saunders Ness Road, Isle of Dogs, London E14 3EB

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Inspection dates:

6 and 7 October 2021

## Outcome

St Luke's Church of England Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if the inspector were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

## What is it like to attend this school?

Pupils love their school and are safe. They are proud to come here. Pupils show kindness and respect to each other. They behave well and demonstrate the values of the school's motto, to see 'Hearts overflowing with truth and love'. As one pupil typically explained: 'When I get up in the morning, I am excited because school is fun and a safe place to be.'

All staff have high expectations for pupils. They are relentless in their ambition that pupils achieve well. This includes those pupils with special educational needs and/or disabilities (SEND).

Pupils have lots of opportunities to take part in extra-curricular activities. They enjoy visits to galleries, museums, theatres and historic sites. All pupils are offered the chance to learn a musical instrument. Pupils are proud to chair the Pupil Parliament of eight local schools on the Isle of Dogs. Pupils' confidence in presenting their ideas to a wider audience is promoted through regular public speaking opportunities.

Behaviour in the playground is positive and all pupils are included in play activities. Pupils enjoy a wide range of playground equipment. Pupils report that bullying is rare. If and when it happens, it is dealt with quickly.

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

Leaders have developed a clear sequence in their teaching plans for each subject. Pupils achieve well because teachers plan for pupils to build on their previous learning. Teachers are offered high-quality professional development to support their subject knowledge. Across the school, pupils benefit from opportunities to rehearse and to reflect on their learning.

Leaders are determined that no pupil is left behind. Teachers and support staff work well together to meet the learning needs of pupils with SEND. Disadvantaged pupils are well supported.

Leaders place high priority on reading across the school. In Reception, teachers read to children regularly. Children are confident to talk about their favourite books. Phonics is a strength and children practise the sounds they have learned in the books they take home. Any child who falls behind is given additional help to catch up quickly. Pupils are well prepared and ready to read in the wider curriculum from Year 3 to Year 6. Older pupils make ambitious reading choices and show a strong understanding of the texts they choose.

Teachers have strong subject knowledge. Pupils confidently recall previous learning. In mathematics, for instance, teachers plan regular opportunities for pupils to practise number and calculation skills in all year groups to support their recall. Children in the early years have planned opportunities to develop and improve their skills in counting, understanding and using numbers and in describing shapes. Older pupils are skilful in reasoning and problem-solving. In history, pupils remember key dates and facts. Very occasionally, pupils are less confident in explaining key concepts, such as continuity and change. Leaders are taking steps to sharpen curriculum planning even further to help pupils develop their understanding in even greater depth.

Pupils display positive behaviours for learning and lessons are free from low-level disruption. Teachers raise awareness of social, moral and spiritual values through assemblies and class discussions. Leaders attach great importance to diversity and inclusion. Pupils learn about different families in lessons. Teachers know their pupils well. Teachers monitor the progress of all groups of pupils carefully.

Parents and carers are highly supportive of the school. One parent explained on behalf of many, 'This school understands the needs of each individual child.' Parents value the drive, passion and leadership of the executive headteacher. Governors offer strong challenge and support. They are very active in the life of the school and know their school well. Governors fulfil all their statutory responsibilities.

Staff appreciate the consideration leaders give to reducing teacher workload. They feel valued and respected. Staff report that leaders are always willing to listen and to support their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders, including governors, ensure that the safety and well-being of pupils are a priority. All staff are well trained and vigilant to potential risks. Procedures for reporting initial concerns are clearly understood by all staff.

The safeguarding team has developed strong relationships with parents based on trust. Leaders have clear strategies in place to improve attendance and this is proving effective. Vulnerable families are well supported and signposted to the services they require. Pupils are

taught about keeping safe online and also about keeping safe in the wider community. Leaders understand local safeguarding risks and work with external agencies to educate pupils about these risks. For example, pupils are taught about the dangers of drugs, gangs and knife crime.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have identified where subject planning could be even sharper in history so that pupils strengthen their understanding of concepts. They should continue with this work.

## **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 some 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 second section 8 inspection since we judged the school to be good in January 2008.

## **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

<b>Unique reference number</b>	100954
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10200044
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	436
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Fr. Ed Dix
<b>Executive Headteacher</b>	Rebecca Abrahams
<b>Website</b>	<a href="http://www.st-lukes.towerhamlets.sch.uk/">www.st-lukes.towerhamlets.sch.uk/</a>
<b>Date of previous inspection</b>	20 September 2016, under section 8 of the Education Act 2005

## Information about this school

- St Luke's Primary School is a Church of England voluntary aided primary school.
- The school's last section 48 statutory inspection of Anglican and Methodist schools (SIAMS) was 1 December 2017.
- St Luke's Primary School is in a soft federation with Harbinger Primary School. The executive headteacher is the headteacher of both schools.
- The school uses one alternative provider.
- St Luke's Primary School is larger than the averaged-sized primary school.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils eligible for the pupil premium is above the national average.
- The percentage of pupil stability is well below the national average.

## Information about this inspection

- This was the first routine inspection the school 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 his evaluation.
- The inspector held meetings with the executive headteacher, the head of school, senior leaders and subject leaders to discuss the school's development plan, self-evaluation and curriculum plans.
- The inspector met with the safeguarding team to review policies, procedures and records of pupils' behaviour. He looked at the school's single central record to review suitability checks for all staff and visitors.
- The inspector met with members of the governing body and the local authority's school improvement partner. He also spoke with the London Diocesan representative on the telephone.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, he met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils' behaviour at playtimes and lunchtimes. He spoke with groups of pupils to listen to their views.
- He met with a group of teachers to discuss teacher workload and staff well-being.
- The inspector considered the 41 responses on Parent View, Ofsted's online questionnaire, and the 43 responses on Ofsted's free-text service. He also considered the 25 responses from the staff survey.

## Inspection team

Tom Canning, lead inspector

Ofsted Inspector

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