

Inspection of a school judged good for overall effectiveness before September 2024: St Luke's Primary School

Ruscoe Road, West Ham, London E16 1JB

Inspection dates:

25 and 26 March 2025

Outcome

St Luke's Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils, parents and carers and staff are proud to be part of this friendly and welcoming school community. Core values, such as justice, respect, service and kindness, are at the heart of pupils' experiences. Staff take time to get to know pupils and their families well. They genuinely care about pupils and their well-being.

The school has high expectations of pupils' achievement and behaviour. Pupils, including those with special educational needs and/or disabilities (SEND), try their best to meet these expectations. They listen carefully and work hard. They achieve very highly. Outcomes for the end of key stage national tests in 2024 show that pupils attain very well.

Pupils behave well. They are taught how to recognise and manage their emotions. Pupils are happy and safe. They know staff will help and look after them.

Pupils enjoy a range of wider opportunities to broaden their horizons. They experience activities that they may otherwise not get to do. This includes a residential trip and visits to museums, theatres and local areas of interest. Pupils are encouraged to become responsible citizens. They relish taking on responsibilities, such as being members of the social justice or eco committees.

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

The school has reviewed and developed the curriculum since the last inspection. It is highly ambitious and well established across subjects. The essential knowledge, skills and vocabulary that pupils should learn, and the order in which they should learn them, are clearly mapped out from early years to Year 6. This helps pupils build on their learning

over time. The school has also carefully linked together important knowledge from each subject across the curriculum. Through this, pupils make connections between what they learn in different subjects, which helps to strengthen their understanding.

Teachers' subject knowledge is strong. Regular training and support from colleagues help staff to develop their expertise. They deliver the curriculum well. Lessons are interesting and engaging. Teachers select appropriate activities and ask meaningful questions that help pupils to achieve highly. Children in the early years benefit from well-thought-out approaches to developing speech, vocabulary and an understanding of numbers. Teachers make regular checks that pupils are remembering what they are learning. If they find any gaps in pupils' knowledge, these are promptly addressed. However, sometimes, pupils' long-term recall and understanding of subject content are not fully secure. This is because, sometimes, teaching does not revisit learning from previous years sufficiently well to ensure that pupils have mastered ideas fully.

Reading is at the heart of the curriculum. The school places the highest priority on making sure that pupils quickly learn to read. The approach to developing early reading is well sequenced, and staff are well trained in delivering phonics. Pupils with gaps in their reading receive the help and support that they need to keep up or catch up quickly. Pupils read and write with developing fluency. Early mathematics is equally well considered. Children in the early years regularly practise the skills of early number. This is built on year on year, resulting in pupils achieving well and being fully prepared for the next stage in their education.

The school is skilled at swiftly identifying pupils with SEND. Staff ensure that these pupils receive the help that they need to learn well and are included in all aspects of school life. The school works closely with parents, such as when setting and reviewing individual goals for pupils. Pupils with SEND progress well through the curriculum.

The personal development programme is woven through school life. It teaches pupils how to keep themselves safe and well. They learn how to stay safe online and learn strategies to help their own mental health. The curriculum also helps pupils to understand important issues, such as diversity and equality. Pupils know how to stay healthy and what constitutes a healthy diet. They learn to show respect for difference and are taught to have an age-appropriate understanding of fundamental British values and the protected characteristics. This helps to prepare them for life in modern Britain. Pupils are helped to contribute positively to the school and the local community. For instance, they regularly support local charities, such as the nearby food bank.

The school works positively to support families and pupils when pupils need further help to improve their attendance and punctuality.

Staff enjoy working at this school. They find leaders supportive. Staff also support each other and demonstrate a strong commitment to the school and the wider community. They know that their workload and well-being are considered by leaders and governors. The governing body knows the school well and provides appropriate support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

- In a few subjects, teaching does not enable pupils to revisit and consolidate their learning from previous years. As a result, pupils do not know and remember as much of the curriculum as they could. The school should ensure that teachers have the knowledge and expertise to support pupils to revisit previous knowledge and make strong connections to current learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in November 2019.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102766
Local authority	Newham
Inspection number	10345838
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair of governing body	Reverend Amy Stott
Headteacher	Matthew Hipperson
Website	www.st-lukes.newham.sch.uk
Dates of previous inspection	6 and 7 November 2019, under section 5 of the Education Act 2005

Information about this school

- St Luke's Primary School is a voluntary-aided school in the Diocese of Chelmsford. The most recent statutory section 48 inspection was carried out in April 2019.
- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and other school leaders. He held discussions with members of the governing body, including the chair of governors. He spoke to a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of school leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector visited a sample of lessons, spoke with some pupils about their learning and looked at samples of pupils' work.
- The inspector considered the provision for pupils with SEND.
- The inspector discussed pupils' attendance and behaviour with school leaders.
- The inspector observed pupils' behaviour in lessons and around the school site. In addition, he met with pupils formally and informally, to hear their views.
- The inspector considered the responses to the online survey, Ofsted Parent View, including the free-text responses. He also took into consideration the responses to the online surveys for staff and pupils.

Inspection team

Chris Birtles, lead inspector

Ofsted Inspector

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