

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

12 Kidderpore Avenue, London NW3 7SU

Inspection date:

1 March 2023

Outcome

St Luke's Church of England School continues to be a good school.

What is it like to attend this school?

Pupils enjoy being part of this small and nurturing community. Pupils exemplify the school's 'golden rules' through their excellent behaviour in lessons and positive attitudes towards learning. Bullying is rare. Staff deal quickly with any incidents that do arise. Pupils are confident to report any worries to adults in the school because they are approachable. This means that pupils feel safe and are kept safe in school.

All pupils, including those with special educational needs and/or disabilities (SEND), follow an ambitious and broad curriculum. Pupils develop their knowledge in different subjects and they work hard. This is clear in the quality of their work. Pupils are well prepared for the next stage of their education.

A programme of visits and visitors is in place to enrich the curriculum. For example, pupils enjoyed their recent outing to hear an author speak as part of World Book Day. Pupils access a range of additional activities. These include chess, karate and art. Pupils like the fact that they get the opportunity to represent their school. For example, the choir sings regularly and is excited to be preparing for its next concert.

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

Pupils follow a broad curriculum that matches the ambition of what is expected nationally. Leaders have thought carefully about what pupils need to learn and how this builds cumulatively from early years onwards. For example, in mathematics, children in Reception practise counting using different resources. This helps them to go on to read, write and calculate larger numbers. In turn, these secure foundations in number mean that older pupils are prepared to recognise and extend different number patterns and sequences. Similarly, in geography, younger pupils practise reading simple maps and plans, including using symbols and keys. This helps them in older year groups when they learn to understand more complex and abstract maps, such as the London Underground map.

However, in a few subjects, the most important knowledge that pupils need to learn and remember has not been clearly identified. Pupils' understanding in these areas is not as precise because teachers do not consistently focus on what is important. Leaders are aware of this and have appropriate plans in place to address this issue.

The curriculum for early reading is strong. Leaders have ensured that staff have received appropriate training in phonics. The agreed programme is implemented consistently from Reception onwards. Teachers ensure that pupils read books that are well matched to the sounds that they know. Timely and appropriate help is provided for pupils who need additional support. This means that all pupils learn to read fluently and confidently. Pupils enjoy reading and being read to. For example, they look forward to their daily story time.

Teachers use assessment effectively to check what pupils have learned. Any errors and misconceptions are typically identified and addressed swiftly. This supports pupils to deepen their understanding and tackle more challenging ideas. Teachers identify and understand the different needs of pupils with SEND. This enables them to make appropriate adaptations to activities, so that these pupils access the planned curriculum wherever possible.

Pupils behave well and demonstrate positive attitudes towards their learning. Expectations are made clear from the very start of early years. There are clear and consistent routines in place that are consistently applied by staff. This includes in early years where, for example, children show respect during their daily prayers.

Pupils are encouraged to contribute to the wider school community. For example, the elected school council has been involved in the development of the playground. Similarly, pupils actively raise money for different charities and have contributed to the church's Harvest Festival and local food banks.

Leaders have a clear understanding of the school's strengths and have accurately identified and prioritised the most important areas for improvement.

Staff are proud to work at St Luke's. They appreciate the opportunities that they receive to develop professionally, and the consideration that leaders give to their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff and governors have received appropriate training. They recognise the signs that a pupil may be at risk of harm and understand how to report any concerns that they may have. Leaders respond to these concerns swiftly and make appropriate referrals to outside agencies when required.

Leaders and those responsible for governance understand their statutory duties. For example, appropriate pre-employment checks are completed on all staff.

The curriculum has been designed to help pupils understand how to keep safe, including when online. Leaders prioritise pupils' mental and emotional health. For example, pupils have access to mentoring support in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the most important knowledge that pupils need to learn has not been identified. Teachers do not routinely focus on the important ideas in these subjects, and this limits progression in pupils' understanding. Leaders should ensure that the key knowledge that pupils should learn and remember is identified. This will support pupils in developing a deep understanding in different subjects.

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 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 second ungraded inspection since we judged the school to be good in July 2013.

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	136807
Local authority	Camden
Inspection number	10255461
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	Board of trustees
Chair of governing body	Christopher Somorjay
Headteacher	Jo Iwanicki
Website	www.stlukesschool.org.uk
Date of previous inspection	12 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school has a Christian religious character. Its most recent section 48 inspection took place in September 2017.
- Leaders make no use of alternative provision.

Information about this inspection

- 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 met with the headteacher and other members of staff.
- Discussions were held with members of the governing body, including the chair of governors. Inspectors also spoke with representatives of the local authority and of the London Diocesan Board for Schools.
- Inspectors carried out deep dives in early reading, geography and mathematics. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a

sample of lessons, spoke to pupils about their learning and looked at samples of their work.

- Inspectors also considered the curriculum in other subjects.
- Inspectors looked at a range of documents, including leaders' self-evaluation and priorities for improvement.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and carers, and staff were gathered both through discussions and their respective responses to Ofsted's online surveys.

Inspection team

Sophie Healey-Welch, lead inspector

His Majesty's Inspector

Jeff Cole

Ofsted Inspector

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