

# Inspection of St Luke's C of E First School

Plymouth Road North, Southcrest, Redditch, Worcestershire B97 4NU

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Inspection dates: 2 and 3 July 2024

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Requires improvement

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

Pupils are happy and feel safe because of the kind and nurturing care they receive from staff. Pupils wear smiles on their faces as they walk around school and at playtimes, and they value their friendships. Parents agree that their children enjoy school and appreciate the support their children receive. Many parents now encourage others in their community to choose this school for their children.

Pupils behave well and are increasingly involved in making decisions at their school. For example, they act as worship warriors and well-being champions and feel that holding such responsibilities means they can help others. Pupils uphold the school values of trust, forgiveness and hope, and can confidently explain why such values are important in their lives.

Pupils learn how to keep themselves safe both in the real world and online. They know to seek the support of a trusted adult if they have worries or concerns. They are increasingly showing resilience when faced with challenges and are becoming more independent in their learning.

The wider development of pupils beyond the classroom is supporting pupils to develop talents and interests. Opportunities to learn sign language, mindfulness and engage in clubs such as dodgeball are things pupils most enjoy. Trips to museums, sea life centres and a mosque help to bring learning to life for many.

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

There have been significant changes in the last few years. The school, supported by a dedicated team of staff, is ensuring that the decisions they make to improve this school are in the best interests of pupils and families. The school listens to parents' views and have responded to their ideas about how to improve this school further. Parents are now invited regularly to find out how they can best support their children at home. A newly formed governing body is supporting improvements to provision. However, they are not yet fully effectively holding the school to account to further improve the quality of education.

Learning sequences in most subjects have been revised. The school has thought carefully about the knowledge they want pupils to learn, with pupils demonstrating that they know and can do more. In some subjects, staff check on what pupils remember and are linking this to new learning. Staff are well trained to deliver the curriculum and feel well supported by the school's leaders, who manage their workload and support them when they face challenges.

Children in the early years are getting off to a good start. They begin to learn to read from the first days in school. Children love learning in the outdoor areas. Forest school is a place where they learn to take turns, problem-solve and develop their communication skills. They are supported by adults who know them well and are

passionate about bringing learning to life. Children respond by showing awe and wonder and a thirst for understanding the world around them.

Most pupils learn to read by the end of key stage 1. The teaching of phonics is now being delivered consistently well and in line with expectations. This is helping pupils to pronounce sounds more accurately. The school develops pupils' love of reading by recommending stories and authors to them. They provide good quality books from different time periods, cultures and from a range of text types. Some of the weakest readers, however, are not able to read fluently and do not have sufficient support to develop their language comprehension. This, for some, affects their understanding and enjoyment.

Pupils with special educational needs and/or disabilities (SEND) are increasingly well supported. The school works alongside an adviser to address the gaps that existed in the systems to support pupils with SEND. The school is now more accurately identifying pupils who require help. Staff are trained to make adaptations to learning opportunities. When delivered as intended, these enable pupils to access the same learning as their peers. However, some learning support plans do not always identify precisely what is required to address barriers to learning, and the school is not measuring the impact of this support effectively.

Pupils demonstrate positive attitudes to learning and understand that the rules of being ready, respectful and safe are in place to make the school a nice place to be. Pupils are inclusive and know the importance of being tolerant towards others. They learn about different cultures and faiths and that being different is something to be celebrated.

Leaders at all levels know that there is still more work to do to improve the quality of education at this school so that all pupils fulfil their academic potential. They are working effectively with those who are supporting them to do so and are receptive to new ways of doing things.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- A newly formed governing body are still developing their understanding of how to hold the school to account effectively. As a result, they do not always focus on measuring improvement in key areas of the school's provision. The school should ensure that all governing body members are supported to be able to hold the school to account effectively.
- Some of the weakest readers are not supported to read fluently or develop their language comprehension skills sufficiently well. This affects their enjoyment and

understanding of what they are reading and slows the progress they make. The school should ensure that all staff are trained to develop pupils' reading fluency and language comprehension skills.

- Some support plans for pupils with SEND are not precisely matched to specific areas of need and the impact of this support is not always measured effectively. As a result, some pupils with SEND are not receiving the support required for them to access learning and make progress. The school should ensure that plans match the precise learning needs and that the impact of actions and support are monitored effectively.

## 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 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

<b>Unique reference number</b>	116844
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10322750
<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	144
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Richard Bone
<b>Headteacher</b>	Sally Baker
<b>Website</b>	<a href="http://www.stlukesfirst.worcs.sch.uk">www.stlukesfirst.worcs.sch.uk</a>
<b>Date of previous inspection</b>	4 May 2023, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative providers.
- This school is one of a religious character and therefore received a section 48 inspection in November 2021. It will receive the next inspection by 2026.

## Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of 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.

- Inspectors met with a range of leaders, including those responsible for the curriculum, teaching and learning, behaviour, attendance, personal development and safeguarding.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector also heard a selection of pupils read from Years 1, 2 and 3.
- Inspectors also considered the curriculum in other subjects, such as writing and geography.
- The lead inspector spoke to the diocese and local authority school improvement advisers.
- The lead inspector also spoke to the chair of governors and two other governing body members.
- Inspectors considered the survey responses to Ofsted Parent View and the free-text comments from parents.
- Inspectors considered the responses to staff and pupils surveys.

### **Inspection team**

Tony Bradshaw, lead inspector

His Majesty's Inspector

Amarjit Cheema

Ofsted Inspector

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