

St Lukes CofE Primary School

URN: 134353 | Inspected: 06 January 2026

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement

Strong standard

Pupils achieve very well across the curriculum and, as a result, are well prepared for their next stage of education. There is a sharp focus on developing pupils' vocabulary, communication skills, phonics awareness and basic mathematics from the outset. Pupils confidently apply this important knowledge to learn more complex concepts as they move through the school. Disadvantaged pupils, those with special educational needs and/or disabilities, and vulnerable pupils are very well supported. The school prioritises these groups of pupils to ensure barriers to learning and wellbeing are reduced. As a result, these pupils make progress that is consistently above the national average. Across the school, all pupils build secure foundations in their reading, spelling, handwriting and understanding of number facts. Where gaps appear in pupils' knowledge, staff identify and address these quickly. Lessons are adapted very effectively so that all pupils can succeed and make progress through the curriculum. This is reflected in published outcomes that are above the national average.

Curriculum and teaching

Strong standard

The school has developed a well-structured curriculum that helps pupils to build secure understanding across all subjects. It is carefully ordered and knowledge-rich, enabling pupils to build on what they already know. Leaders place strong emphasis on pupils gaining the essential knowledge they need, particularly in early reading, writing and mathematics. This helps pupils to secure the essential curriculum knowledge that they need for their future learning. Teachers plan purposeful activities and give pupils opportunities to practise and establish key knowledge in their long-term memory. Teachers use assessment very effectively to check pupils' understanding of the curriculum. This means they can identify mistakes and address gaps in pupils' knowledge quickly. Where needed, they provide extra support to help pupils keep up. This consistent approach enables pupils to become confident learners and achieve well. Provision for pupils with additional needs is highly effective. Teachers adapt tasks carefully so that all pupils can access the same subject content. Staff know pupils well and deliberately plan to secure the development of essential skills and knowledge. This enables all pupils to access and make positive progress through the curriculum. The school has fostered a professional culture that supports staff in the continued development of their teaching. Leaders review curriculum quality closely and provide targeted support, including expert mentoring for those at the early stages of their career. This professional culture

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ensures that teaching continues to improve and that all pupils are well prepared for future learning.

Early years

Strong standard

Leaders are passionate and knowledgeable about early years. All staff have high expectations of the children and believe that all can achieve. This means that all children, including those who are vulnerable or face barriers to their learning and/or wellbeing, develop the secure foundational knowledge needed for their next steps

in education. The curriculum is well ordered to make sure that learning is matched to children's needs. Skilful adult support means that all children can access an ambitious curriculum that builds their confidence and independence. Communication and language, and phonics knowledge, are prioritised, with staff expertly trained and supported through effective training. Clear routines are well established, meaning that children know what is expected of them. They behave very well both in and outside of the classroom. Children follow instructions and also cooperate with their friends. Staff know the children extremely well and build very positive relationships with their families. As result, children feel safe, secure and happy. Staff work very hard to manage behaviour effectively to ensure that children develop good manners and respect for each other. There is a strong emphasis on supporting children's personal, social and emotional development. As a result, children, including those who are disadvantaged or have special educational needs and/or disabilities, achieve well from their starting points. This means that, by the end of Reception, all children are very well prepared for Year 1.

Inclusion

Strong standard

The school places the inclusion of each pupil at the heart of everything it does. This means that the ethos of inclusion is deeply established. Leaders make sure that every child is supported to thrive, whatever their starting point or background. Staff consistently identify pupils' needs swiftly and accurately, including those who are disadvantaged, have special educational needs and/or disabilities, are known to children's social care or face other barriers to their learning and/or wellbeing. This helps children to feel valued, involved and confident in their learning. High expectations are central to the school's approach, with staff ambitious for all pupils. They are determined that every child can and will succeed. This is reflected in the high quality of classroom provision, where staff's adaptations to teaching to meet pupils' needs are highly purposeful. This enables all pupils to access the curriculum meaningfully. Training for staff is thoughtfully matched to the school's inclusion priorities, which makes sure that staff have the knowledge and skills needed to tailor learning to pupils' needs. Additional funding for disadvantaged pupils is spent effectively, drawing on educational research about what works. This is having a highly positive impact on pupils' outcomes and experiences. Leaders understand the barriers that disadvantaged pupils face and work tirelessly to remove these, so that every pupil can succeed. This leads to a positive culture of belonging for all.

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Leadership and governance

Strong standard

Leaders have a clear and ambitious vision for the school, grounded in their deep understanding of the school's context. They know the school very well and place strong emphasis on delivering high-quality education through a well-planned curriculum. The school is a learning community for everyone. Leaders value pupils' social and personal development as well as their academic achievement. Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning. Leaders have successfully established a high-quality training programme informed by research and evidence. This builds staff confidence and teaching expertise, enabling all pupils to have consistently positive experiences in school. This ensures that everyone flourishes in the warm, supportive ethos. Staff speak positively about the support they receive. They appreciate leaders' commitment to supporting their workload and wellbeing. Leaders act as strong role models and staff express pride in being part of the school community. They feel valued and trusted and are highly committed to doing their very best for pupils. Governors play an active and strategic role in school life. Their strong oversight gives them a clear view of the school's work and the difference it makes to pupils. This helps governors to focus on the right priorities to drive improvement. Their involvement provides very effective support for leaders and pupils.

Parents and carers are extremely positive about the school and the support that it provides for them and their children.

Personal development and wellbeing

Strong standard

Leaders are very ambitious for pupils' personal development and wellbeing. They see this as a key priority for preparing them for life and their

next steps

. Leaders have established a comprehensive programme that is carefully tailored to meet the needs of all pupils. Their deep understanding of pupils and the wider school community enables them to identify pupils requiring additional support and to act quickly. Pupils and staff speak highly of pastoral support, recognising its strength in reducing barriers to learning. This is highly effective in helping pupils to become resilient, confident and emotionally secure. Pupils are placed 'front and centre' of all decision-making and there is much to celebrate about the positive impact of the school's work. Disadvantaged pupils, those with special educational needs and/or disabilities and those known (or previously known) to social care particularly benefit from the school's personal development programme. Leaders' deep understanding of these pupils has ensured that they gain rich experiences and knowledge that prepare them very well for life beyond school. Leaders are skilful and thoughtful in reviewing and assessing the impact of these interventions and, as a result, pupils are thriving. Relationships across the school are exceptionally positive. Clear routines and high expectations ensure a calm, purposeful start to each day. The enrichment programme is accessible to all. This enhances opportunities and experiences for all

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pupils. Pupils have a secure understanding of the school's wider curriculum, including fundamental British values, demonstrating their tolerance and acceptance of the views and beliefs of others. They know why these values are important and how they help them to develop and grow as global citizens. Pupils have many opportunities to develop their leadership skills through roles such as house captains, as members of the worship team and through acting as 'happiness heroes'. They attend a wide range of extra-curricular clubs, such as choir, gymnastics, coding, football and dance. Pupils know how to stay safe and healthy. All pupils have the opportunity to graduate from the Children's University and to play a musical instrument. Pupils value these opportunities and remember the learning from these experiences. This ensures that pupils thrive personally, socially and academically.

What it's like to be a pupil at this school

Pupils and staff flourish within this warm and friendly school community where the shared 'TORCHES' values of 'trust, open minds, respect, caring, honesty, ever hopeful and spiritual' are lived and breathed. Staff are highly ambitious for all children. Pupils live up to these expectations in every aspect of school life. At every stage, pupils are very well prepared for their

next steps

. All pupils thrive in the school's highly inclusive culture. Staff know pupils and families very well. They recognise and celebrate the school's importance at the centre of the community. Relationships between staff, pupils and families are exceptionally positive. As a result, the school recognises pupils' strengths while supporting their needs. All pupils thoroughly enjoy coming to school and, as a result, attend regularly. Pupils learn a broad and rich curriculum. They are very well supported in lessons. Pupils with special educational needs and/or disabilities, those known (or previously known) to social care, looked-after children and those who are disadvantaged achieve very well from their starting points. The range of opportunities to extend their learning is a strength of the school. These enrichment experiences give pupils real-life examples to reflect on. The school ensures that these extra-curricular opportunities are available to all pupils. The school is a very happy place, where positive relationships between staff and pupils are the foundation of its success. There is a calm and purposeful environment in classrooms and around the school. Pupils show very positive attitudes to their learning. This begins in early years, where children quickly learn and follow daily routines. Pupils are polite, confident and respectful. They trust adults to listen to them and support them if they are worried about anything. As a result, all pupils feel safe and cared for in school.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils. This includes disadvantaged pupils, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care and those who may face other barriers to their learning and/or wellbeing.

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Attendance and behaviour

Strong standard

Leaders manage pupils' attendance very effectively. Established systems enable them to analyse patterns and trends over time, ensuring that poor attendance is identified and addressed quickly. Leaders provide both challenge and support and hold parents and carers to account. Leaders' actions to tackle barriers result in attendance that is consistently above the national average for all groups of pupils. The culture of positive behaviour ensures that pupils thrive and flourish. Expectations of pupils' behaviour are very high. Pupils live up to these expectations in their conduct and relationships, which are respectful and genuine. The school environment is calm, orderly and conducive to learning. Leaders take a deliberate and consistent approach, reviewing trends rigorously and adapting provision where necessary. Tailored support for pupils, particularly around managing their emotions, has a demonstrable impact on their behaviour. Strong relationships are a key feature of the school's work, and the emphasis on developing the agreed values is clearly visible. Staff are well trained and apply the school's behaviour policy consistently and fairly. Pupils demonstrate self-discipline and positive attitudes to learning, with younger pupils benefiting from the strong role models provided by older children. Bullying and discrimination are exceptionally rare. Effective strategies ensure barriers to learning are reduced and low-level disruption is non-existent.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/st-lukes-cofe-primary-school-cannock>