

St Luke's Church of England Primary School

Inspection report

Unique reference number	109970
Local authority	Windsor and Maidenhead
Inspection number	378023
Inspection dates	26–27 January
Lead inspector	Philip Scull

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	250
Appropriate authority	The governing body
Chair	Brian Wastell
Headteacher	Amanda Hough
Date of previous school inspection	19–20 November 2008
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Age group	4–11
Inspection date(s)	26–27 January
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Introduction

Inspection team

Philip Scull

Additional inspector

Clementina Ogunsanwo

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 20 lessons taught by 9 different teachers. They listened to individual pupils read and held meetings with pupils, members of staff and representatives from the governing body. Inspectors observed the school's work and scrutinised examples of pupils' work as well as documentation relating to pupils' achievement and the management of the school, including governing body minutes, school safety procedures and the school development plan. Account was also taken of the inspection questionnaires completed by pupils, school staff and 26 parents and carers. Inspectors took account of responses to the on-line questionnaire (Parent View) in planning the inspection.

Information about the school

This average-sized primary school serves a culturally diverse area of Maidenhead. Around two fifths of pupils are from White British backgrounds and a similar proportion is of Pakistani heritage. The proportion of pupils known to be eligible for free school meals and the proportion of pupils who are disabled or have special educational needs are higher than found nationally. The proportion of pupils who speak English as an additional language is much higher than is found nationally.

In 2011 the school met the current government floor standard for primary schools. It has experienced a period of considerable instability, with four headteachers over the last five years, a new deputy headteacher and some long-term staff sickness. The current headteacher took up post three weeks before the inspection.

There is a privately run pre-school on site. This setting did not form part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	4
Leadership and management	4

Key findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- Achievement is inadequate. Children make satisfactory progress in the Early Years Foundation Stage and up to Year 2 from starting points that are well below those typically expected for this age. Progress in Years 3 to 6 is inadequate and all groups of pupils fail to make the expected progress. Attainment at the end of Year 6 is low with mathematics a particular weakness.
- Teaching is inadequate. It has not had enough impact over time because there is too much inconsistency and it fails to address the individual needs of pupils. Activities are poorly adapted to match the needs of less-able pupils and there is a lack of challenge for pupils of high ability. Poor use is made of assessment information to match work to levels of ability and, consequently, the curriculum is ineffective in securing good progress. Marking does not show pupils how to improve their work.
- Leaders and managers have failed to secure the necessary improvements identified at the time of the previous inspection. Monitoring is ineffective and there is a lack of management systems. Opportunities for the development of middle managers are weak and their contribution to raising pupils' attainment is ineffective. Performance management has not been implemented.
- The governing body has not demanded or accessed the information that it needs to hold school leaders to account. Training has been neglected so that roles and responsibilities are unclear. There has been a lack of strategic vision and direction from leaders and managers at all levels. Consequently the overall effectiveness of the school is inadequate.
- Whilst school leaders take appropriate steps to ensure the safety of pupils, behaviour over time is inadequate due to weak leadership, inconsistent application of policy and lack of effective record keeping.
- Attendance is low and the school does not analyse patterns of attendance.

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What does the school need to do to improve further?

- Raise attainment in English and mathematics by:
 - introducing rigorous assessment procedures to ensure early identification of pupils' needs and measuring the effectiveness of any interventions
 - using assessment information to plan effective lessons which match pupils' abilities and provide suitable challenge
 - ensuring good practice is shared and applied consistently throughout the school.
- Improve teaching so that all pupils make at least the expected progress in English and mathematics by:
 - rigorously monitoring lessons and providing developmental feedback and training to teachers so expectations are raised and consistency is established
 - making sure that marking always shows pupils how to improve and there are opportunities for them to respond to teachers' feedback
 - improving the acquisition of communication skills through planning exciting activities that specifically identify key vocabulary to be learned.
- Increase the effectiveness of leaders and managers at all levels by:
 - developing rigorous systems to monitor and evaluate the work of the school
 - establishing a strategic vision for the school so that there is a culture of ambition and whole-school consistency in the drive to raise attainment
 - ensuring that the governing body undertakes training so that it can fulfil its statutory role and hold leaders to account for the school's outcomes
 - implement rigorous and effective performance management procedures for all staff.
- Improve behaviour and attendance by:
 - ensuring the new behaviour policy is consistently applied and evaluating its impact through establishing systems to log incidents and outcomes so that poor behaviour and racial bullying are eradicated
 - analysing patterns of absence and taking effective action so that attendance is improved to the national average by December 2012.

Main report

Achievement of pupils

From low starting points, children in the Early Years Foundation Stage make satisfactory progress to reach levels that are below expectations as they enter Year 1. They receive daily lessons that teach them the sounds of letters and enable them to begin making attempts to read and write simple words. Positive relationships result in children feeling secure with the adults that work with them. There has been some improvement in the outdoor provision following the previous inspection and children's enthusiasm for the outdoor environment is apparent.

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Children behave well and show interest in the activities provided for them. The early assessments made when children start school are not used effectively enough to identify the next steps in their learning. This results in weaknesses in developing language and communication and in the development of early mathematics skills, thus limiting their progress.

As pupils move through the school their progress is variable. Satisfactory progress in Key Stage 1 results in close to average attainment at the end of Year 2. This, however, is followed by inadequate progress in Years 3 to 6. All pupils, including the disabled, those with special educational needs, those known to be eligible for free school meals, pupils of Pakistani heritage and those who speak English as an additional language, make inadequate progress. This is because insufficient account of individual needs and abilities is taken in the planning and delivery of lessons. Assessment data and knowledge of pupils' specific learning needs are not used effectively to develop their skills and vocabulary. Most parents and carers believe their children make good progress and that the school meets their children's particular needs, but inspection evidence shows that this is not the case.

Results from standardised tests and tasks show that by the end of Year 2 pupils are reading at the expected level for their age. In Year 2, pupils make good use of their knowledge of letter sounds to read unfamiliar words and talk confidently about the main features of a plot in a story. However, by the end of Year 6, pupils' standard of reading is slightly below average. Attainment overall at the end of Year 6 in 2011 was low, particularly in mathematics.

Pupils' learning across the school is inconsistent. In the mathematics lessons observed, work was poorly matched to pupils' needs so that higher achieving pupils were not challenged and lower ability pupils were not given opportunities to develop their skills and confidence to work independently. The slow pace observed in some lessons limited the involvement of pupils and led to poor progress and disengagement. For example, in a mathematics lesson in Year 2, pupils became confused by the repeated subtraction method being taught to explore division because their calculation skills were insecure. Better progress was observed in a Year 6 guided reading lesson where staff used skilful questioning to develop pupils' thinking and reading skills. Pupils had access to a wide range of fiction and non-fiction texts and all pupils showed high levels of interest and motivation. One boy commented, 'I much prefer reading to watching a film.' Examples of good practice such as this are too infrequent and are not shared with other teachers to improve pupil achievement.

Quality of teaching

There have been recent improvements in teaching, but it is too inconsistent in quality. Most teaching observed during this inspection was satisfactory, but this is insufficient to enable pupils to make the progress needed to reach the expectations for their age. The views of parents and carers about teaching indicate that they have noticed recent improvements, although a few rightly questioned the matching

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of work to their children's ability. Inadequate teaching over time has led to low attainment in recent years. Teacher expectations of the amount of work that pupils can produce are too low and the presentation of work by pupils in some classes is poor. Marking throughout the school is poorly developed, with limited indications provided of how pupils can improve their work and no evidence of this being followed up in subsequent work. Pupil targets were only introduced three weeks before the inspection so pupils did not have a clear view of what they should be aiming for to improve their work.

Teachers in the best lessons make good use of questioning to extend pupils' learning and use interactive whiteboard technology effectively to model work and engage pupils. They use paired pupil 'talking partners' to encourage discussion and involvement and have clear learning intentions that are shared with pupils so that they are aware of the lesson focus. In an English lesson in Year 6, pupils showed good skills in conducting independent research using reference books and computers. Relationships are good between staff and pupils and this helps support pupils' spiritual, moral, social and cultural development. Assemblies are spiritual in nature and highly inclusive, encouraging a sense of unity and empathy.

The curriculum makes good links between subjects but it has limited impact because work is not tailored to individual pupils' needs. Across the curriculum opportunities are missed to identify and develop spoken and written language and this impacts adversely on the provision made for pupils at an early stage of acquiring English.

Behaviour and safety of pupils

The behaviour observed in lessons and around school during this inspection was mainly good, but a significant number of pupils raised concerns about behaviour. These concerns were echoed by a small number of parents and carers who responded to the inspection questionnaire. The many changes in leadership at the school in recent years have undermined the consistent application of an effective behaviour policy and have unsettled the pupils. The new headteacher introduced a behaviour policy at the start of term and provided training for staff and governors. However, this development is too recent to have had any impact. Pupils expressed confidence for the future following the appointment of the headteacher. One Year 6 pupil commented, 'The headteacher is very straightforward and we know she will deal with things.' There is a lack of playground equipment for pupils to use at playtimes to channel their natural energy productively. This results in some boisterous behaviour. Records and logs of behaviour, bullying and racist incidents are poorly kept and are infrequently used. Management systems are weak. The few incidents that have been recorded mainly concerned bullying through racist name calling, but there was no indication of how these had been followed up and resolved. Consequently, over time behaviour is inadequate and the response to bullying has been ineffective.

Pupils show a good awareness of safety issues and talk knowledgeably about

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different forms of bullying, such as cyber bullying, internet safety and road safety. Attendance is low and the school makes no analysis of patterns of absence so that trends can be identified and issues addressed in order to improve it.

Leadership and management

Weak leadership, following a succession of headteachers in recent years, has led to a lack of management structures and systems leading to low staff morale and a culture of low achievement. There has been no performance management of teachers undertaken in recent times. The governing body has not been provided with the information it needs to challenge the school, nor have governors effectively monitored pupils' achievement or held school leaders to account. The governing body has not undertaken the necessary training to help it fulfil its role. The school has been allowed to drift without ambition or a clear sense of direction. The issues identified at the time of the previous inspection remain. Consequently, the school's capacity for sustained improvement is inadequate.

The appointment of the new headteacher has been greeted with relief and enthusiasm by pupils, governors and staff. She has correctly identified appropriate priorities and moved swiftly to devise plans of action. A response typical from members of staff in their inspection questionnaire said, 'Since the new headteacher joined there has been a clear vision for the future. I feel supported and valued.' However, her plans are embryonic and have yet to have an impact. The curriculum has recently been adapted to provide better links between subjects and provide exciting learning experiences. However, it is inadequate due to the failure to match work to ability, which limits its impact on pupil progress. The promotion of pupils' spiritual, moral, social and cultural development is evident through links with the church and the knowledge shown by pupils of different faiths and cultures.

Monitoring procedures are weak. The middle leaders and managers have only recently been involved in the observation of lessons and there has been insufficient emphasis on improving the consistency of teaching and learning. Senior leaders and managers have not scrutinised the work in pupils' books. This has allowed inconsistent expectations and low achievement to become commonplace. The lack of effective use of data to promote pupil progress and poor day-to-day management systems in the school mean that it does not effectively promote equality and tackle discrimination. School leaders make appropriate provision for keeping pupils safe. All staff are vetted, risk assessments are in place and effective steps have been taken to improve site security.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

30 January 2012

Dear Pupils



**Inspection of St Luke's Church of England Primary School, Maidenhead
SL6 7EG**

Thank you for making me so welcome when I came to visit your school. I enjoyed meeting you and sharing assembly with you. I thought you sang and participated very well. There are some big things that your school needs to do to improve and, because of this, it needs 'special measures' as it is not giving you an acceptable standard of education. This means that you are not making the amount of progress you should, particularly from Year 3 to Year 6. Some teaching is good, but overall it varies too much and you do not learn enough in lessons. Many of you mentioned your concerns about bullying and behaviour when we spoke to you and in the inspection questionnaires and we have asked the school to improve this. I am pleased that you all feel so positively about your new headteacher. She has many plans already to make sure your school improves quickly and your teachers are keen to help her make things better.

Your school will be given support to improve your education and inspectors will visit regularly to check that you are making better progress. We have asked those in charge to make sure that:

- you all make better progress in English and mathematics than you do now
- teaching is improved so that it is at least good
- teachers plan work that matches your needs and ability and mark your work carefully so that you know how to improve it
- the people that lead your school improve the way they find out what is happening in the school so that they can try and make it better
- the new behaviour policy is used by everyone in the school and any incidents are written down and followed up so that behaviour improves and there is no more bullying.

You can all help by listening carefully to your teachers, working hard in lessons, making sure you do what the marking in your books suggests and following the new rules so that all your behaviour gets better.

Yours sincerely

Philip Scull
Lead inspector

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