

# St Luke's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	107305
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	356135
<b>Inspection dates</b>	15–16 November 2010
<b>Reporting inspector</b>	Judith Straw

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Marie Small
<b>Headteacher</b>	Mrs Joanna Kurasinski
<b>Date of previous school inspection</b>	11 December 2007
<b>School address</b>	Fagley Lane Eccleshill, Bradford West Yorkshire BD2 3NS
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and observed seven teachers. A number of shorter visits were also made to classrooms to look at samples of pupils' work. Meetings were held with groups of pupils, governors and staff. The inspectors looked at a wide variety of documentation, including teachers' planning, the school's improvement plan, monitoring and evaluation documents, assessment records and safeguarding and safety information. The responses given on questionnaires from 40 parents and carers, 14 staff and 107 pupils were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The school's actions to close the gap between the performance of boys and girls.
- The effectiveness of the school's strategies to improve mathematics and writing.
- How well the curriculum meets the needs of all learners.
- How successfully leaders are driving improvement and accelerating pupils' progress.

## Information about the school

The school is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils from minority ethnic backgrounds is a little below average and the number of pupils who speak English as an additional language is below average. The proportion of pupils with special educational needs and/or disabilities is slightly below average and the number with a statement of special educational needs is low. The school has gained several awards including Healthy School status, Investors in People and Investors in Pupils.

**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: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Luke's is a good school. A number of aspects of the school's work are outstanding. The school cares exceptionally well for its pupils who thrive in the nurturing family environment where they feel safe. Pupils make an outstanding contribution to the school and wider community, their awareness of how to keep healthy is excellent, as is their spiritual, moral, social and cultural development. Outstanding partnerships with parents and others promote learning extremely well. At the heart of the school's good progress is the excellent vision and drive of the headteacher. All staff share her ambition. The very great majority of parents and carers are highly satisfied with the school.

Children make a good start in Reception beginning with skills below those expected for their age. They make good progress across the school and reach average standards of attainment by the end of Year 6. Improvements to the Early Years Foundation Stage made three years ago have resulted in pupils from Reception to Year 3 making even better progress and reaching above average attainment. Currently, attainment is average in Years 4, 5 and 6 because these pupils have not had the benefit of the improved provision. All pupils, including those with special educational needs and/or disabilities make good progress. The school has worked hard to close the gap in the performance of boys so that their progress is accelerating. Initiatives employed by the school have boosted progress in mathematics so that this is no longer a weakness. Progress in reading is very good but progress in writing is not as strong.

Teaching is good. Assessment information is used effectively to identify pupils who need extra support. Marking is regular and helpful. Just occasionally, some lessons do not provide sufficient challenge for higher attaining pupils so that progress is slower. The curriculum is stimulating and provides a wealth of experiences both in school and beyond. The school makes good use of its spacious and well developed grounds. Pupils take on numerous responsibilities within the community. Through the Investors in Pupils initiative, they have a secure grasp of all aspects of the school including research into the budget, appreciation of the work of all staff and the governors and awareness of management skills.

Leaders have a very accurate view of the school's strengths and areas for further development; however, the involvement of subject leaders in monitoring the school's performance is underdeveloped. The impact of concerted action at senior level has been to improve attendance and provision, and promote attainment and achievement. The governing body is committed and supportive and closely involved with shaping the direction of the school. This good leadership and success in improving the school since the last inspection shows that the school has good capacity to further improve.

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

- Consolidate and build on the currently higher standards of attainment of pupils from Reception to Year 3 as they move through the school by:
  - – ensuring teacher's planning is based on precise use of good quality data about pupils' attainment and progress, so that pupils of all abilities are given work at an appropriately challenging level
  - – continuing the focus to improve writing.
- Further develop the role of subject leaders in monitoring and evaluating the work of the school by:
  - – greater use of book scrutiny
  - – improving the feedback from learning walks.

## Outcomes for individuals and groups of pupils

2

Pupils achieve well and make good progress. Inspection evidence indicates that progress is improving strongly and attainment is slowly rising. In 2010, pupils in Year 6 exceeded their targets and improved on the number reaching the higher Level 5. Attainment at the end of Year 2 is also rising. In lessons, pupils concentrate on their work and listen to their teachers. Behaviour is good. Pupils respond well to the ways in which teachers make learning active and enjoyable. For example, in a Year 6 mathematics lesson on circumference and perimeter, pupils were outside measuring equipment and fixtures in the playground and learning by doing. Good support for pupils with special educational needs and/or disabilities results in their being fully involved in all aspects of school life and in making good progress. Some make such rapid progress that their names can be removed for the special needs register.

Attendance is average and rising. In the last academic year it was just above average. Pupils speak about their enjoyment of school and work with a smile. They say they feel safe at all times and they have an excellent knowledge of healthy lifestyles. The school council consulted their fellow pupils widely and recommended the installation of a 'trim trail' to help all pupils develop physical fitness. Pupils respond very positively to the many opportunities to play sport and eat sensibly. Older pupils take very seriously their roles as play leaders, young leaders and monitors of various kinds. Working towards Investors in Pupils status has resulted in all classes having an excellent understanding of their school and local communities. The school council is very active in canvassing the views of all pupils about how to improve the school, in debating matters raised and in fund-raising. Pupils wholeheartedly embrace the ethos of the school so that this is a happy and harmonious community. Pupils are well informed about their own culture and local history. Some are working with other schools to produce a local heritage walk. Equally they are knowledgeable about the culture and history of others and treat other faiths with respect.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching and learning is good. Staff create a positive atmosphere for learning. They are hard-working, enthusiastic and display secure subject knowledge. In the most effective lessons, first-hand, active learning captures pupils' interests well and they are encouraged to reason and think for themselves and explain their answers. In those lessons where progress is a little slower, tasks are not always sufficiently matched to pupils' different abilities and sometimes there is a lack of challenge. Most lessons move at a good pace and the purpose is understood by all. Teachers use information and communication technology (ICT) particularly well to add creativity and provide opportunities for independent learning. Teaching assistants play a strong role in supporting the pace of learning and are effective partners with teachers in every classroom. Marking is good so that pupils know what to do to improve their work. Where teaching is good the use of assessment in lessons is effective as teachers refocus where necessary.

The curriculum places strong emphasis on the acquisition of basic skills and pupils' personal development. Subjects are increasingly linked together to provide more interesting learning opportunities. This includes the development of outdoor learning to enhance the achievement and enjoyment of pupils of all ages. Opportunities for enrichment are numerous and varied and many visits and visitors put learning into real life

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contexts. A good range of well-attended clubs adds to pupils' interests, skills and experience.

Care, guidance and support are outstanding and this helps all pupils to achieve success. Staff know children and their families very well. This includes those who are potentially vulnerable or facing challenging circumstances. Parents and carers are especially appreciative of the high quality of care and the sense of family and of belonging that the school provides. Pupils report that they trust all adults in the school and know they are well looked after. Pupils with special educational needs and/or disabilities are very well supported so that they are able to make good progress. The welcome into school, transition between classes and, later, on to high schools are especially well managed. Pupils are well-prepared for the world of work through the Investors in Pupils Award which develops a sense of responsibility and boosts confidence and respect.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher provides outstanding leadership and together with the deputy headteacher, has established a very positive vision for the school which permeates all aspects of school life. It is based upon the clear desire for all to do as well as they can. All the staff are fully committed to the high aspirations that have been established. Leadership capacity is steadily being strengthened and staff development has a high priority. Subject leaders are growing in confidence in their ability to monitor the quality of the school's work but do not yet fully evaluate the impact of actions on pupils' learning. They undertake learning walks but do not yet formulate sufficiently sharp action plans as a result. The use of book scrutiny as a monitoring tool is underdeveloped. Excellent relationships with parents and carers plus excellent partnerships with many local schools, through the local area partnership, make an important contribution to the continual drive to raise achievement. Monitoring is robust and evaluation judgements are accurate. The school provides rich, friendly and calm surroundings in which pupils' learning and development can flourish.

The governing body makes a good contribution to the direction of the school. They challenge and hold the school to account in positive ways. Members of the governing body are visible and active and know the school well. Good procedures are in place to safeguard pupils. They meet all statutory requirements and child protection is robust. Management of risk is well established in the curriculum. Concerted action has been taken to ensure that pupils of all backgrounds, and girls and boys make the same good progress and achieve well. As a result, the gap between the performance of boys and girls has

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narrowed significantly, confirming the school's good commitment to equal opportunities. Community cohesion is positively promoted. A variety of links, including those with two schools in Ghana, provide pupils with an insight into the diversity of cultures and beliefs in the wider community, nationally and globally.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Very good induction arrangements help children to rapidly settle into school life. Good relationships between children and staff develop quickly. These, together with a safe and secure learning area, mean that children feel confident to learn. Staff work closely as a team to provide a host of well-planned and relevant activities for the children. The very good quality outdoor learning environment provides many practical opportunities to learn in a full range of situations. The provision is well organised and successfully enables children to make their own choices in learning as well as working under the guidance of an adult. Good teaching and effective leadership and management mean that children are learning at a good pace. Currently, children are entering Reception with levels of skill below what is expected for their age. They are making such good progress that an above average proportion reach or exceed the levels expected by the time they enter Year 1. Staff record and assess children's progress well and this assessment is used to plan effectively to meet the needs of individual children as well as recording the overall progress of groups. Currently, the school does not involve parents in assessing their children's development. Leaders put a strong emphasis on children's personal development as well as their academic development.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The very great majority of parents and carers who returned the questionnaire were extremely positive about all aspects of the school's work. Inspectors endorse the positive views expressed. There was particular praise for the way in which children are helped to settle quickly in the Early Years Foundation Stage, for the many opportunities that parents and carers have to see the school at work and for the support for all pupils. Two parents expressed concern that higher attaining pupils might not always be sufficiently challenged. Inspectors found that occasionally this is the case and this is one area for the school to focus on after the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Luke's CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	55	17	43	1	3	0	0
The school keeps my child safe	29	73	11	28	0	0	0	0
My school informs me about my child's progress	17	43	22	55	0	0	0	0
My child is making enough progress at this school	17	43	20	50	2	5	0	0
The teaching is good at this school	16	40	23	58	0	0	0	0
The school helps me to support my child's learning	15	38	24	60	1	3	0	0
The school helps my child to have a healthy lifestyle	21	53	18	45	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	45	16	40	1	3	0	0
The school meets my child's particular needs	13	33	25	63	0	0	0	0
The school deals effectively with unacceptable behaviour	15	38	20	50	2	5	0	0
The school takes account of my suggestions and concerns	10	25	24	60	2	5	0	0
The school is led and managed effectively	16	40	22	55	1	3	0	0
Overall, I am happy with my child's experience at this school	21	53	18	45	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



17 November 2010

Dear Pupils

**Inspection of St Luke's CE Primary School, Bradford, BD2 3NS**

Thank you for being so polite, friendly and helpful and making the inspectors very welcome. We enjoyed visiting lessons and talking with you. You told us that you enjoy school, think the staff do a good job and that you feel really safe. Your parents and carers are very happy with the school, too. I particularly enjoyed your beautiful singing in assembly. This letter is to tell you what we found.

You attend a good school with some things that are outstanding. Your school gives you a good start in life. It keeps you safe and takes care of you exceptionally well. You develop good social skills, learn to work and play together and become kind and caring people. You have raised an impressive amount of money for different charities. You understand why it is important to have healthy diet and take exercise. You contribute extremely well to your school and the wider community. It was good to see you behave well and work hard in lessons.

Your headteacher and all the staff do a good job. They work very well with partners to make things better for you. They plan lessons and activities that usually challenge you so that you all make good progress. However, we noticed that progress sometimes is a little slower, so, to make things even better we have asked the school to do several things.

We have asked the school to make sure you always get enough challenging work so that you all continue to make good progress. You must continue to work hard to improve your writing so that it is as good as your reading. We want all the subject leaders in school to help in measuring how well you are doing.

You can help by doing your best and continuing to enjoy the many exciting activities at school.

Yours sincerely

Mrs Judith Straw

Lead inspector

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