

St Luke's CofE (Aided) Primary School

Inspection report

Unique Reference Number	122793
Local Authority	Nottinghamshire
Inspection number	359303
Inspection dates	3–4 November 2010
Reporting inspector	Terence McDermott

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	Shaun Cummings
Headteacher	Jeanette Dunn
Date of previous school inspection	21 November 2007
School address	Brancliffe Lane Worksop S81 8PW
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Introduction

This inspection was carried out by two additional inspectors. They observed 11 lessons. All five teachers were seen teaching at least twice. Meetings were held with groups of pupils, representatives of the governing body, and staff. Inspectors observed the school's work and looked at reports from the school improvement partner, the school's procedures for tracking pupils' progress, the school's records of the monitoring of learning and minutes of governing body meetings. They considered 46 questionnaire responses from parents and carers, responses by 30 pupils in Key Stage 2 to the pupils' questionnaire, and 15 responses by adults in the school to the staff questionnaire.

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

- Does teaching meet the needs of all groups of pupils in mixed-age classes, and provide enough challenge to enable them to make consistently good progress?
- Is pupils' personal development good as claimed and what makes it so?
- Do leaders have sufficient knowledge of the strengths and areas of the school requiring improvement, and the necessary drive to improve pupils' progress over time?

Information about the school

This school is smaller than average and all classes except Year 6 are mixed age. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic groups is well below average. The proportion of pupils with special educational needs and/or disabilities, including pupils with a statement of special educational needs, is average. A new headteacher has been appointed since the last inspection following significant leadership disruption. Staffing and accommodation issues in the Reception class are now resolved.

Nursery provision is co-located on the school site. It is not managed by governors and was not inspected as 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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It is improving and well placed to move forward. The effective headteacher has accurately identified what needs to be done to improve. She has united the staff behind her.

The school has clear strengths in the good care, guidance, and support it provides for pupils. This leads to several strong personal development outcomes. Pupils say they are safe in school and can explain why this is so. Their parents and carers unanimously agree. Pupils quickly pick up on the values of respect and consideration relentlessly modelled by adults in the school. Pupils' attendance is better than average because they like coming to this friendly and happy place.

The school's accurate tracking system shows that pupils make satisfactory academic progress as they move through the school. It is not better because the rate at which they learn is inconsistent. Throughout the school, teachers' lesson planning does not always set challenging enough tasks for pupils of all abilities. Though the quality of the content of pupils' descriptive writing is improving, their basic presentation and handwriting skills are under-developed. This presents unnecessary barriers to revision and recall, and slows progress.

The curriculum is being reorganised so that pupils will be able to practise the skills learned in one area across a range of subjects. A good range of cultural, artistic and sporting activities to enrich and extend pupils' learning opportunities are enthusiastically supported.

Good care, guidance and support for each individual are based upon on close knowledge of pupils. Crisp and well planned actions successfully raise pupils' self-esteem, fill in gaps in knowledge or understanding, and help them to overcome their difficulties.

The headteacher has identified the right priorities for improvement. The impact of recent changes has already been seen in the improved Early Years Foundation Stage, in the reliability of the assessment and tracking system, and in improved links with parents and carers. All adults have the interests of pupils at heart. However, most leaders at all levels have not moved with enough pace and rigour to bring about improvements throughout the school. Subject and other leaders are now beginning to take on responsibility for pupils' outcomes, but their monitoring of learning in lessons has been limited. School self-evaluation is accurate since it now focuses tightly on pupils' learning. Because a great deal of responsibility still rests solely on the shoulders of the headteacher, the school has satisfactory capacity to secure further improvements.

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What does the school need to do to improve further?

- Improve the quality of pupils' handwriting and presentation skills throughout the school.
- Improve the quality of teaching so that pupils' progress in English, mathematics and science is good or better by:
 - ensuring that teachers make full use of assessment information to plan accurately work which closely meets the learning needs of all pupils.
- Ensure that leaders at all levels check more closely and more objectively on the quality of teaching by:
 - carrying out more direct observations of the learning taking place in lessons
 - undertaking rigorous and regular scrutiny of the quality of work in pupils' books.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Learning in lessons seen during the inspection was satisfactory overall. Pupils have good attitudes to learning. They listen carefully to guidance from the teacher and to each other. They are well motivated and work well when not directly supervised. In a majority of lessons, pupils learn at a good or better pace. In too large a minority of lessons, however, learning is only satisfactory. In the very best lessons, pupils demonstrate clearly that they can think things through for themselves when they are set challenging tasks. This was seen in an outstanding mixed-age Year 4/5 lesson when pupils successfully deduced, from a variety of source materials, the vital ingredients of how to write persuasive text.

Pupils' attainment in reading, writing and mathematics at the end of year 2, and in English, mathematics and science at the end of Year 6, is broadly average. This can vary significantly from one year to the next due to small cohort sizes. This represents satisfactory progress when considering their broadly average starting points. Pupils with special educational needs and/or disabilities make progress at the same satisfactory rate as their classmates because of the skilful support they receive from dedicated adults. This helps them to take part successfully in all the school has to offer. Boys and girls make similar progress. There are no trends of underachievement by any particular group of pupils.

Pupils say they enjoy being in school because 'there are no bullies here'. They perceive rare incidents of challenging behaviour as 'personal problems'. Pupils are polite, considerate, and can be trusted to work and behave sensibly. They have a good understanding of how to lead healthy lives, and know the benefits that exercise can bring to their bodies. They know where dangers might occur in the outside world, and how to avoid them. They are keen to take up positions of responsibility on the elected school council, as library monitors, or manning the front desk at lunchtimes. They are active in maintaining the local Shireoaks Park. They are regular fund raisers for charities, giving generously in aid of disaster relief, or to Children in Need. Their spiritual, moral, social and cultural development is good and is shown to good effect by the way in which older

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children spontaneously look out for their younger school mates. They are satisfactorily prepared for the next stage of their education because their attainment is broadly average.

These are the grades for pupils' outcomes

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

¹ 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?

All lessons, whether mixed age or single age, are characterised by good relationships between adults and pupils, and by pupils' consistently good behaviour. The best lessons move forward quickly, with teachers setting short, sharp and interesting problems which engage pupils' attention and enthusiasm. In these lessons, pupils are expected to work independently at appropriately demanding tasks, and the quality of learning is good. In other lessons, teachers do not routinely use assessment information to set work which meets pupils' individual learning needs. Several pupils say they often find work easy to do, or a repeat of work carried out earlier. In these lessons, the pace of learning inevitably slows down. The marking of pupils' work is often descriptive rather than analytical and does not draw attention to the barely adequate quality of presentation or legibility of some work. However, pupils understand their learning targets, and the levels at which they are working. Accurate internal monitoring records show that the quality of teaching is improving.

The curriculum is developing to group subjects together in order to aid the study of various themes. This is too recent to show any impact on pupils' learning. Enrichment

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activities, such as visits to places of interest, bring learning to life, and pupils enthusiastically describe how this helps them to understand aspects of geography and history. The school is beginning to evaluate the impact of different elements of the curriculum on pupils' learning.

Adults in the school know the pupils well. The school is trusted by parents and carers, who acknowledge how committed the school is to helping their children. Systematic recording and tracking of pupils' personal progress gives information which is used well to identify and resolve any problems that arise. The school is quick to provide effective support for pupils as required. Good partnerships with outside professional agencies help the school to support the learning and well-being of pupils to good effect when circumstances go beyond its own expertise or resources.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School self-evaluation is objective, honest and accurate. All adults in the school now have a common understanding of what the school needs to do to improve, and their part in that improvement. Staff morale is good, and is based on openness, trust and shared responsibility. The monitoring of learning is accurate, and is beginning to be shared so that all leaders can properly assume their accountability. The engagement the school has with parents and carers is strong, and partnerships with specialist and other providers is good. School development planning identifies appropriate objectives, though prioritisation lacks sharpness.

Governance is satisfactory. Members of the governing body give generously of their time to support the school. They have not held the school to account robustly for its performance in the past. A reinvigorated body is now in a position to challenge and support the school as it moves forward. Safeguarding procedures are understood and carried out well, because the protection of pupils' interests is central to school's work. Current requirements are fully met. Parents and carers are unanimous that their children are safe in school.

The school works diligently and successfully to ensure that all types of inequality are addressed and to ensure a harmonious school community, free from harassment or discrimination. However, equality of opportunity is satisfactory because pupils are not always challenged to make the best progress they might. Community cohesion is satisfactory because pupils do not yet have sufficient opportunity to explore the richness of national and global communities. Taking account of pupils' satisfactory progress, the school gives satisfactory value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The starting points for children who enter the Reception class are usually broadly in line with the normal expectation for their age. Children join the school with a wide range of previous experiences, or none, of Nursery education. There can often be wide differences within each small cohort, and significant variations between cohorts from year to year.

Physical provision has improved markedly since the last inspection, and all children now benefit from being housed in permanent accommodation. Overall provision is satisfactory, and increasingly effective links with families ensure that children settle in easily. Teaching has improved and progress is now satisfactory. Adults focus on encouraging children to become independent, and raising their self-esteem and self-confidence. Children engage in a range of learning activities, both indoors and outdoors, and become confident enough to make their own choices about where and how they want to learn. Adults are calm and patient and provide good role models from which children learn how to play and work together well. Children trust the adults and quickly learn to behave sensibly and sensitively. They are happy, and get on with each other very well. Their personal, social and emotional development is good. The positive habits learned in the Reception class provide a strong foundation for the continuing good relationships between pupils and adults as they move through the school.

Leadership and management are satisfactory as the inexperienced Early Years Foundation Stage leader adapts to the responsibilities of her role and moves provision forward with determination. A systematic and reliable method of accurately measuring what children have learned is now in place and is being used to inform the planning of future activities. Procedures to ensure children's welfare are good and meet requirements.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

At 45%, the proportion of parents and carers who responded to the questionnaire was larger than is usual. Their written responses were overwhelmingly positive. They were unanimous that the school keeps their children safe, and almost unanimous that their children enjoy school. Inspectors investigated the concerns that some parents and carers did raise, and this formed part of the evidence from which inspectors arrived at their judgements. A minority of parents or carers did not feel that the school took account of their views. Inspectors could find no other written evidence to support this, and judged that the school's partnership with parents and carers is good. A small minority of parents and carers did not feel that unacceptable behaviour is dealt with effectively. The pupils with whom inspectors felt that rare instances of challenging behaviour were dealt with quickly, firmly, and fairly and did not interfere with their learning. Inspectors found that other issues raised by small minorities of parents and carers, including giving them more help to support their children's learning, were largely to do with either the unavoidable organisation of mixed-age classes, or with leadership disruptions in the recent past.

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 (Aided) 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	54	20	43	1	2	0	0
The school keeps my child safe	21	46	25	54	0	0	0	0
My school informs me about my child's progress	15	33	24	52	6	13	0	0
My child is making enough progress at this school	17	37	22	48	4	9	2	4
The teaching is good at this school	13	28	27	59	1	2	3	7
The school helps me to support my child's learning	14	30	22	48	8	17	1	2
The school helps my child to have a healthy lifestyle	16	35	23	50	6	13	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)	11	24	27	59	2	4	5	11
The school meets my child's particular needs	10	22	29	63	1	2	4	9
The school deals effectively with unacceptable behaviour	14	30	21	46	6	13	2	4
The school takes account of my suggestions and concerns	13	28	21	46	7	15	4	9
The school is led and managed effectively	16	35	21	46	6	13	2	4
Overall, I am happy with my child's experience at this school	18	39	24	52	1	2	1	2

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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



Friday 5 November 2010

Dear Pupils

Inspection of St Luke's CofE (Aided) Primary School, Worksop, S81 8PW

Thank you very much for making us so welcome when we inspected your school recently. We were really impressed with your good manners and politeness, and particularly with how you all get on so well together. It was really pleasant to be in such a happy place.

We found that St Luke's is a satisfactory school. We are sure that every adult in the school works very hard to make certain that you are safe and well looked after, from the day you join the Reception class to the time you leave Year 6. They help you to become confident, mature and responsible young citizens.

However, we also found that not enough of you are reaching the higher levels in your work, and that many of you have some difficulties with writing. Clearly there are some things which could be done better, and so we want the adults in the school to make sure that the following things happen.

Improve the quality of your handwriting and presentation skills, whatever your age.

Make better use of the information they hold about what you already know and can do to set work which is never either too easy or too hard.

Make sure that those adults who lead different subjects or parts of the school check really closely on how much you are learning in lessons.

You can help St Luke's to improve further by continuing to work hard in lessons, by trying to be really neat in all your work, and by letting your teachers know whenever you think work is either too easy, or has been done before.

Please accept my best wishes for your future success.

Yours sincerely

Terence McDermott

Lead inspector

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