

# St Luke's Primary School

## Inspection report

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<b>Unique Reference Number</b>	114374
<b>Local Authority</b>	Brighton and Hove
<b>Inspection number</b>	357526
<b>Inspection dates</b>	10–11 November 2010
<b>Reporting inspector</b>	David Marshall

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	625
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Annette Bell
<b>Headteacher</b>	Jonathan Cooper
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	St Luke's Terrace Brighton BN2 9ZE
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## Introduction

This inspection was carried out by four additional inspectors. During the inspection 28 lessons and 22 teachers were observed. Discussions were held with staff, members of the governing body, parents and carers, and pupils. Inspectors observed the school's work and looked at documentation including the school's improvement plan, the tracking of pupils' progress, provision for those pupils identified as having special educational needs and/or disabilities and minutes of governing body meetings. In addition, questionnaires from 225 parents and carers, and others from staff and pupils were analysed.

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

- How effectively are the school's strategies for assessment enabling planned modifications in provision to raise standards in Key Stage 1; and how well are pupils across the school enabled to be involved in assessing their own learning?
- How successfully are the school's measures enhancing pupils' personal and spiritual, moral, social and cultural development?
- To what extent have the school's monitoring procedures succeeded in eliminating elements of satisfactory teaching in order to raise achievement?
- How well are modifications to the school's curriculum meeting pupils' individual needs and contributing to their higher achievement?
- How successfully have leadership and management at all levels responded to changes in the school's status, including governance?

## Information about the school

Two schools were merged in September 2009 to create this much larger than average sized primary school. Therefore, this is the school's first inspection as an all-through primary school. The proportion of pupils known to be eligible for free school meals is above average. A larger than average number of pupils has special educational needs and/or disabilities. These needs include behavioural, emotional and social difficulties. Most pupils are from White British backgrounds. There are very few pupils who speak English as an additional language. Children in the Early Years Foundation Stage are taught in three Reception classes.

The school has achieved the Gold Artsmark, Enhanced Healthy School Status, Eco Schools and Activemark.

**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?**

**1**

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

**1**

## Main findings

St Luke's is an outstanding school. This success is due in particular to highly effective management and the outstanding quality of pastoral care. The headteacher, senior leaders and governors know the school's strengths and what needs to be refined further very well. Their rigorous monitoring and clear self-evaluation, and a track record of employing initiatives to enthuse pupils and treat them all as individuals have also contributed to pupils' excellent progress. These factors illustrate the school's excellent capacity for continuing its improvement. Reflecting the very positive views expressed by parents and carers, one parent wrote: 'I have the highest regard for the team at St Luke's ♦ the ethos of the school and the way in which they allow the children's self-expression within careful limits is exemplary. The leadership is imaginative, fully present and confident ♦ I'm enormously impressed.'

Pupils' personal development and their wider educational outcomes in art and music, for example, are excellent, while sporting activities are extensive and much enjoyed by pupils. Throughout the school, pupils are enthusiastic learners. Very effective organisation and careful assessments enable children to make excellent progress immediately in the Early Years Foundation Stage. This outstanding start is built upon very well, so that by the time they leave the school at Year 6, pupils' attainment is high. Pupils with special educational needs and/or disabilities also make outstanding progress. The clearest example of the school's outstanding care is the provision for those pupils whose significant behavioural or emotional difficulties affect their learning. These pupils are given very specific, individual support, including close links with parents and carers. This exemplary level of commitment mirrors the support provided to the rest of the school, and is founded on creating a friendly and calm environment where individuality is celebrated. As a result of the setting of effective short-term targets for improving language, literacy and numeracy skills, pupils who have previously struggled to learn are now achieving well.

Although there are minor variations, the overall quality of teaching is outstanding. Lessons are planned to make sure that all pupils enjoy learning. Planning is thorough and based on the use of careful assessments. On a very small number of occasions the whole-school focus on individual learning is less apparent than it is in other lessons and activities do not fully enable pupils to practise their skills and learning at their own level.

There are very rewarding partnerships with the community, and with other schools and organisations. The excellent quality of these many links is testament to the school's outward approach to learning and community cohesion.

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

- Ensure that pupils are given opportunities in all lessons to practise their learning and skills at their own individual level.

## Outcomes for individuals and groups of pupils

**1**

Observations of lessons during the inspection confirmed that, throughout the school, all groups of pupils make excellent overall progress, regardless of their background or ability. In all lessons, behaviour is impeccable and pupils acquire excellent skills and working habits, working either independently or with their classmates. These factors help to create the high-quality climate for learning that was evident in all classes. Children enter the Early Years Foundation Stage with skills and understanding that vary, but are generally as expected for their age. The outstanding progress in the Key Stage 1 classes is firmly based on meeting individual pupils' needs and sharing best practice. This success is built on exceptionally well at Key Stage 2. For example, the pupils' keenness to succeed was clear in the excellent Year 6 English lessons, where all pupils wanted to read out and share what they had written, and where they applauded and greatly valued each other's attempts. This rapid and sustained pace of learning has resulted in high attainment in English, mathematics and science by Year 6.

Throughout the school, relationships between staff and pupils are excellent. Pupils' consistently showed high standards of behaviour and social skills. Pupils' outstanding understanding of healthy lifestyles is driven not only by the senior leadership of the school, but also by the catering staff, who engage constantly with the pupils and ensure that pupils are keen to make sensible and informed choices about what they eat. Pupils are entirely confident that they are safe at school and are listened to. As one boy observed, 'We always know where to go if we have a problem.' Pupils are given an excellent grounding in good citizenship and in contributing to the community. This was demonstrated clearly in discussions with members of the school- and eco-councils, the pupils' 'Equalities team' and their 'Peaceful Problem Solvers' group. Such an outstanding range of experiences makes a significant contribution to pupils' excellent standards in speaking and listening, their high self-esteem and overall impressive spiritual, moral, social and cultural education.

The pupils' very high level of enjoyment in their learning is reflected in their improved rates of attendance and excellent punctuality. Their outstanding achievement, combined with pupils' keen appetite for teamwork and their interest in learning, prepares them exceptionally well for their transition to the next stage of their education and for their future lives as adults.

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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>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</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>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<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?

In all lessons pupils are well motivated by the ideas and resources presented through a well-crafted curriculum, and are keen to please their teachers and other adults. These qualities were particularly evident in an outstanding lesson in Year 5, where the dramatic retelling of a story created a powerful atmosphere where pupils could hardly wait to join in the subsequent discussion and share their thoughts and ideas.

High expectations of pupils' progress are reflected in the challenging targets set for individuals and year groups. This use of individual pupil targets is excellent and teachers always take the chance to reinforce, during lessons or through their marking, what the pupils need to learn next. Pupils use these opportunities extremely well. For example, pupils turned to the front of their books to focus on their writing targets as a matter of course before beginning their sentences in a Year 6 English lesson. This approach enabled one girl, to the delight of her classmates, to reassess her work and produce the sentence, 'Every time she opened the porthole, a tasty fish would land, cooked, on her clean plate.' This example was typical of what was observed in almost all lessons.

The school has devised a curriculum that also focuses on pupils working with others. This strategy was demonstrated particularly effectively in a session in Year 5 where pupils were learning how to apply the benefits of massage. Here the reflective, calm atmosphere enabled all pupils to focus on how to use different techniques to meet the different needs of their classmates.

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High quality care and support are central to the school's ethos. Staff know and look after pupils extremely well. The needs of pupils whose circumstances make them vulnerable are identified quickly and addressed exceptionally well. There are many striking examples of where the school has worked extremely well with pupils, their families and outside agencies to help remove barriers to learning. Staff do all they can to ensure pupils come to school regularly and their efforts have resulted in above average levels of attendance.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The driving force behind the school's success is the very high quality of leadership provided by the headteacher, senior leadership team and governors, and supported by good leadership at other levels. All staff have fully embraced the changes following the creation of the new school and teamwork is very strong. As one member of staff wrote, 'I'm proud to work for such a committed and visionary management team... the school encourages children to develop as confident, risk-taking learners in an environment where difference is valued.' One way in which everyone follows the example of senior leaders is to relate extremely effectively with all pupils, parents and carers, and in particular, the local community. Indeed, partnerships are outstanding and totally focused on enhancing the experiences and outcomes for pupils. For example, during the inspection, visitors from a centre for adults with learning difficulties were working on a programme where the pupils are taught Makaton, a system of communication using symbols, during a range of creative activities. The impact of these visits has greatly improved attitudes towards learning disabilities among the pupils.

Leaders are strongly committed to the continuing professional development of all staff and ensure that it is closely related to the school's development planning. Very effective monitoring and self-evaluation have led to improvements to teaching, and the school continues to tackle the remaining occasional inconsistencies in quality. The governing body is fully involved in checking the school's performance. It brings a wide range of skills to its role in challenging decisions and requesting explanations where this is judged to be necessary.

The school is zealous and successful in its efforts to promote equality of opportunity and tackle discrimination. Everyone is valued and supported to achieve their best, irrespective of their social, faith or ethnic group. Pupils' safety and well-being are paramount at all times. Excellent attention is paid by managers at all levels to ensure the highest quality of safety and care for the pupils. Health and safety routines and risk assessments are firmly in place and carried out thoroughly and regularly, and all members of staff are well trained

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in child protection routines. The contribution the school makes to community cohesion is excellent. Clear actions are in place for promoting pupils' understanding of local, national and global perspectives. In particular, the school has excellent links with local businesses, and other schools nationally and in other countries.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The huge level of commitment and care shown by Reception staff is evident in the way that all children settle into the school so well, and immediately begin to learn. Home visits and induction meetings enable the staff, children and their families to get to know each other and help make sure that starting school is a happy event. These visits lead to the full involvement of the local community, which continues right through the school. As one parent said, 'My child had a fantastic Reception year and continues to progress and be happy in Year 1; we cannot fault the start St Luke's has given her.'

Staff know the children very well and they ensure that the least able and most vulnerable progress well. Opportunities to decide on what they want to do, get out the required equipment and get on with their task give children a real sense of determining their own way forward, and guarantee their full involvement in all activities. Such is their independence and confidence that they can already explain why they had made their choices.

Children make rapid progress and achieve exceptionally well, especially in communication, language and literacy, and in their personal, social and emotional development. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. At all times, staff engage and stimulate the children's interests. As a result, there were high levels of enjoyment and concentration as children remembered the shape of the letter 't', helped each other out with their number-squares, and used the

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interactive whiteboard to explore their topic about the water cycle. The classrooms are stimulating and the outside area provides the same exciting level of challenge and stimulation, especially for the more able children.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The return of questionnaires from parents and carers was a little above the national average. The overwhelming majority of these parents and carers, and those who spoke to the inspection team, were very happy with the school. They consider that the school is very well led and managed and has a dedicated team of staff. They agree that the school has a very warm, supportive and friendly atmosphere and most feel their children make good progress. Inspection evidence shows that all pupils, including those with special educational needs and/or disabilities, are making excellent progress. Parents and carers were particularly impressed with the pastoral support their children receive. The majority also felt that the school dealt well with any disruptive behaviour. Evidence from this inspection supports parents' and carers' very positive views. The very small number of constructive parental concerns, for example about pupils' progress, was followed up during the inspection as part of the general gathering of evidence.

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

Ofsted invited all the registered parents and carers of pupils registered at St Luke's 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 225 completed questionnaires by the end of the on-site inspection. In total, there are 625 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	146	65	77	34	2	1	0	0
The school keeps my child safe	161	72	61	27	0	0	1	0
My school informs me about my child's progress	86	38	121	54	9	4	0	0
My child is making enough progress at this school	125	56	89	40	8	4	2	1
The teaching is good at this school	148	66	73	32	2	1	0	0
The school helps me to support my child's learning	108	48	107	48	7	3	0	0
The school helps my child to have a healthy lifestyle	120	53	93	41	8	4	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)	105	47	85	38	7	3	1	0
The school meets my child's particular needs	110	49	96	43	7	3	0	0
The school deals effectively with unacceptable behaviour	109	48	96	43	7	3	0	0
The school takes account of my suggestions and concerns	90	40	115	51	5	2	2	1
The school is led and managed effectively	145	64	71	32	3	1	1	0
Overall, I am happy with my child's experience at this school	156	69	62	28	2	1	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.**



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