

St Luke's CofE (C) Primary School

Inspection report

Unique Reference Number	124267
Local Authority	Staffordshire
Inspection number	359621
Inspection dates	23–24 March 2011
Reporting inspector	Clive Lewis

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair	Carl Boulton
Headteacher	Sam Ray
Date of previous school inspection	25 April 2008
School address	Pepper Street Silverdale, Newcastle ST5 6QJ
Telephone number	01782 297445
Fax number	01782 297446
Email address	headteacher@st-lukes-silverdale.staffs.sch.uk

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Royal Exchange Buildings
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Manchester
M2 7LA

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Introduction

This inspection was carried out by two additional inspectors who observed six teachers and eight lessons and held meetings with groups of pupils, members of the governing body and staff. The inspectors observed the school's work, including a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Questionnaires from 40 parents and carers, 54 pupils and 11 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is progress consistent across the school?
- What are the quality and rigour of the school's tracking and assessment systems?
- What impact has the new headteacher had on the quality of behaviour?

Information about the school

The school is much smaller than the average primary. Apart from the Reception class, pupils are taught in mixed-age classes. The great majority of pupils are from a White British heritage. The proportion of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils with special educational needs and/or disabilities is above average and three pupils have a statement of educational needs. The number of pupils joining and leaving the school outside normal times is much higher than typically found. Since the last inspection, the school has been through some turbulence and has been without a substantive headteacher for several terms. The headteacher joined the school at the start of the current school year. The school has achieved Healthy Schools status and the International School award.

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

St. Luke's CofE is a satisfactory school. It is rapidly improving under the effective leadership and teamwork of the headteacher and new senior management team. This, coupled with a more stable staffing situation, has ensured that teaching and learning have improved and, as a result, teaching is now at least satisfactory across the school. As one member of staff stated: 'Staff morale is at an all-time high since our new head's arrival'. Staff clearly want the best for each child and strive hard to achieve this goal through working closely with families and external agencies. As a result, parents and carers are extremely supportive of the school. One parent commented: 'Both my daughter and myself absolutely love St. Luke's. The teachers are wonderful and always happy to help and I particularly like the high involvement I am able to have in my child's education'. All groups of pupils, including those with special educational needs and/or disabilities, make satisfactory progress. Children get off to a satisfactory start in the Early Years Foundation Stage and make satisfactory progress in the Reception class. Although there are clear indications that attainment and progress are beginning to improve rapidly under the leadership of the new headteacher, the improvements in provision that have taken place throughout the school have yet to work their way through to the end of Key Stage 2. The quality of teaching is satisfactory overall. There are examples of outstanding and good teaching across the school, but in a number of satisfactory lessons, work is not sufficiently tailored to the differing needs of ability groups within the class and teachers do not always ensure learning progresses at a good pace throughout the lesson.

Pupils' personal development is good overall. They have a good understanding of how to keep safe and of the need for healthy lifestyles. Parents and carers say their children enjoy coming to school and pupils agree enthusiastically. Significant improvements have been made in overall attendance due to the school's rigorous efforts to reduce absence and it is now broadly in line with national averages. A strong moral code is implicit within the school's ethos and this is reflected in pupils' good behaviour. The re-designed curriculum ensures that pupils receive a good variety of exciting activities and experiences and a very good range of well-attended after school clubs further motivates pupils to enjoy their learning. Good care, guidance and support ensure that all pupils are able to learn and develop confidence, regardless of their individual circumstances. Although they will need time to be fully effective, there are now secure systems in place to assess and track pupils' progress in order to ensure any pupil falling behind is identified quickly and support is provided. However, staff are not always making enough use of this accurate assessment data when planning lessons, and foundation subject leaders have not had the opportunity to observe the quality of teaching in their area of responsibility. The school has good links with partner organisations. It has strong links with the local community but is at an early stage of making contact with a school in a contrasting area of the United Kingdom and with schools overseas. The school has a satisfactory understanding of how

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well it is doing and what needs to be done next and has a satisfactory capacity to maintain and sustain improvement.

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.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching so that it is good across the school by ensuring that:
 - all teachers make good use of the school's accurate tracking and assessment data when planning lessons in order to ensure tasks set are appropriate to the range of abilities and ages within each class
 - all lessons move along at a pace designed to ensure good progress for all pupils.
 - Ensure foundation subject coordinators develop a better overview of how to raise attainment by providing opportunities for them to observe teaching and standards achieved in their subjects.
 - Broaden the school's impact on community cohesion and further develop pupils' appreciation of cultural diversity by strengthening links with other schools and organisations, nationally and globally.

Outcomes for individuals and groups of pupils**3**

When children join the Early Years Foundation Stage, their skills and abilities are well below those typically found, particularly in communication, social development and knowledge and understanding of the world. Children make satisfactory progress overall in the Early Years Foundation Stage. Standards remain below average on entry to Year 1 and the school appropriately continues the Early Years curriculum into Year 1. Pupils make satisfactory progress overall in Key Stage 1 and Key Stage 2 and there are clear indications that progress is improving securely and quickly, particularly in Key Stage 2. Pupils known to be eligible for free school meals make the same progress as their peers. Pupils with special educational needs and/or disabilities make the progress expected given their starting points and some make good progress because of the appropriate support provided by teachers, teaching assistants and outside agencies. In one excellent literacy lesson, the teacher motivated and inspired his pupils very effectively by informing them that their playing field had been sold by the headteacher for a supermarket development. He provided an outstanding learning environment, with pupils of all abilities clearly enjoying their work and keen to learn and make progress.

Observations during lessons and around the school confirm that most pupils' behaviour is good and reflects their good spiritual, moral, social and cultural development. Most pupils show considerable respect for the feelings and beliefs of others. The great majority have good attitudes to learning and develop considerate relationships with peers and adults. They understand the need for healthy lifestyles and for exercise. Pupils have a good range of opportunities to contribute to school and local communities through the work of the school council and regular collections for a number of charities. They value their school community and participate constructively in school life. Pupils say they enjoy coming to school and their parents and carers agree. However, although attendance has improved as

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a result of the school's rigorous systems to monitor and improve attendance, the attendance of a small but persistent minority of pupils continues to give the school cause for concern. By the time they leave the school pupils' good behaviour and good social skills coupled with satisfactory standards have prepared them satisfactorily for the future world of work.

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	3
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?

While there are some very strong features to teaching, particularly in Key Stage 2, these are not yet securely established across the school. Although in the best lessons teachers have very high expectations of pupils, this is not always the case and the planning and delivery of lessons do not always take full account of the wide range of abilities of different groups of pupils, the pace of learning is slower and too much time is given over to activities reviewing work that the majority of pupils already understand. Since the headteacher joined the school a very strong emphasis has been placed on promoting positive behaviour and teachers are skilled in doing this through giving consistent messages, using incidental praise and highlighting good responses from pupils. Marking is up to date and encouraging and in the best cases, particularly in literacy work, usefully points out what steps pupils should take to improve their work.

The curriculum has been adjusted effectively to meet the needs of different ages and ability groups, and a range of pupils with specific needs within the school. Pupils receive a

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good variety of exciting activities and experiences through visits, residential stays and visitors to school and the school works with a variety of partners to provide a good range of sporting activities. Improvements to the curriculum made during the current school year, such as the mystery of the Crime Scene on the school field, specialist French and music tuition, the fact that all pupils in Year 5 and 6 now have a brass instrument, have done much to improve pupils' motivation and enthusiasm for learning. As a result the quality and volume of their work has increased. The school has good arrangements for the care of all pupils, including those with special educational needs and/or disabilities. It provides a safe haven for many of its pupils and helps them to manage their behaviour and feelings. When needed, a wide range of specialists and support agencies are called upon to support those pupils whose circumstances make them vulnerable.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new headteacher has achieved a great deal in a very short time in the school. She has successfully introduced a number of initiatives designed to arrest underachievement, embed ambition and drive improvement. Although most of these initiatives will need time to demonstrate their full effectiveness, improvements that are already showing positive results include securing good behaviour in lessons and around the school, supporting teaching so that it is now satisfactory or better and strengthening the analysis and use of school assessment and tracking data. These new systems have been particularly effective in ensuring that teachers now have 'ownership' of the data analysis. Key subject leaders are starting to effect improvements although, as yet, they do not have a full understanding of provision as they have not had the opportunity to undertake observations of teaching in their subjects. The governing body has a satisfactory overview of the school's work and future priorities and is providing an appropriate level of support and challenge. The new headteacher has developed excellent relationships with most parents and carers and these, coupled with the school's good partnerships with outside agencies, support pupils' learning and well-being well.

This fully inclusive school promotes equality of opportunity well by placing it at the heart of all its work. As a result, the school is a happy, harmonious community in which to work and learn. There is no evidence of discrimination and any evidence of inequality is tackled quickly and effectively. Safeguarding procedures are met and effectively ensure pupils' safety. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. It has a good understanding of the religious, ethnic and socio-economic characteristics of the school and local community. However, pupils'

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awareness of the national and global dimensions of community cohesion are underdeveloped.

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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
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

At first, most children need considerable help to ensure that they learn how to be independent and work and play together. Children clearly enjoy school. They settle into the routines well and play happily together and independently. They undertake a variety of whole-class and group activities and, in most cases, co-operate well when working with others. They delight in learning and seeing new things. Good relationships are being developed with parents and carers through daily contact. Pastoral care and welfare arrangements are good. Consequently, children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are well-supported and are integrated well into all activities. Adults have a sound knowledge of the learning and development and welfare requirements and guidance for the Early Years Foundation Stage. Children have free access to a secure outdoor area with a good range of free-choice and adult-led activities linked to the current class topic. This 'free-flow' system allows children to explore things with purpose and challenge and effectively fosters the development of their independent learning skills. Assessment and tracking procedures in the Early Years Foundation Stage have been strengthened and staff now have secure data on children's attainment when they enter the Reception class and the progress they are making. However, this data is not always used to its full advantage in ensuring children of different abilities receive appropriate challenge and support in the activities provided.

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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

The response to the questionnaire was broadly in line with that found nationally in primary schools. Although one parent did not feel that their child enjoyed school and another felt that the school did not ensure their child has a healthy lifestyle, every other parent and carer who responded agreed or strongly agreed with all the questionnaire statements. All who responded feel, for example, that the school keeps their children safe, that it informs them about their children's progress, that teaching is good at the school and that leadership and management are effective. All feel that the school prepares their children well for the future, deals effectively with unacceptable behaviour, takes account of their suggestions and helps them support their children's learning. All declared themselves, overall, happy with their children's experience at the school, confirming the school's very strong links with parents and carers. The inspection team agreed fully with most of these judgements although it found that teaching, and hence, progress, could be better.

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 (C) 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 94 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	68	12	30	1	3	0	0
The school keeps my child safe	37	93	3	8	0	0	0	0
My school informs me about my child's progress	28	70	12	30	0	0	0	0
My child is making enough progress at this school	25	63	15	38	0	0	0	0
The teaching is good at this school	27	68	13	33	0	0	0	0
The school helps me to support my child's learning	26	65	13	33	0	0	0	0
The school helps my child to have a healthy lifestyle	28	70	11	28	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)	28	70	12	30	0	0	0	0
The school meets my child's particular needs	26	65	14	35	0	0	0	0
The school deals effectively with unacceptable behaviour	28	70	12	30	0	0	0	0
The school takes account of my suggestions and concerns	25	63	15	38	0	0	0	0
The school is led and managed effectively	29	73	11	28	0	0	0	0
Overall, I am happy with my child's experience at this school	30	75	10	25	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



25 March 2011

Dear Pupils

Inspection of St Luke's CofE (C) Primary School, Newcastle, ST5 6QJ

Thank you for welcoming the inspectors to your school and for talking to us about what you do there. St. Luke's CofE is a satisfactory school. Those who lead your school do so satisfactorily and provide you with good care and guidance. It was good to see that you clearly enjoy school and that you know how important it is to eat healthily and take regular exercise. It is to your credit that most of you behave well and get on well with each other and with all the staff. However, although your standards in reading, writing and mathematics are clearly improving, we want the school to improve standards further by doing the following things.

Make sure teachers always make good use of their knowledge about what each of you can do to plan work to match your abilities, and in particular, make sure that work is not too easy.

Give teachers in charge of subjects opportunities to observe lessons so that they can find ways of making teaching and learning even better.

Develop links with schools and other organisations in the United Kingdom and overseas so that you can gain a better understanding of the way communities live in other parts of the world.

I wish you well in your future education. You can all help the school to improve further by ensuring that you always attend school regularly and on time.

Once again thank you for being so welcoming during our visit.

Yours sincerely

Clive Lewis

Lead Inspector

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