

St Luke's Church of England Primary School

Inspection report

Unique Reference Number	133944
Local authority	Bury
Inspection number	381571
Inspection dates	25–26 April 2012
Lead inspector	Michael Blaylock

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	436
Appropriate authority	The governing body
Chair	Mr D White
Headteacher	Miss R Ruggles
Date of previous school inspection	19 January 2009
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Introduction

Inspection team

Michael Blaylock
Peter Jones
David Law

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 23 lessons or part-lessons, taught by 18 members of staff. Meetings were held with groups of pupils, members of the governing body, subject coordinators, a representative from the local authority, and with the senior leadership team. Inspectors observed the school's work, and looked at pupils' workbooks, published analysis of results and the school's own pupil performance data, school improvement planning and documentation in relation to attendance, safeguarding and child protection. Inspectors also analysed 154 questionnaires returned by parents and carers, as well as those completed by pupils and staff.

Information about the school

St Luke's Church of England Primary School is a larger than average primary school with Early Years Foundation Stage provision of Nursery and Reception classes. The school has a lower than average proportion of girls, and the proportion of pupils known to be eligible for free school meals is above average. About two thirds of pupils are of Pakistani heritage and just under one quarter is White British. The proportion of pupils who speak English as an additional language is almost three quarters, much higher than found in most schools. Approximately one sixth of pupils are either supported by school action plus or with a statement of special educational needs. This is double the national average. A higher than average number of pupils joins or leaves the school partway through their education.

From September 2011, the headteacher and a senior were seconded to lead another school within the local authority. During this period the deputy headteacher at St Luke's became acting headteacher. The headteacher resumed her responsibilities at St Luke's in January 2012.

The school has achieved the International Schools Award, the Leading Parent Partnership Award, Primary Basic Skills Quality Mark, Activemark and the Artsmark Gold Awards and has achieved Healthy Schools status. The school meets the government floor standard, which sets the minimum expectations for pupils' attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school. It is not outstanding because pupils' progress in mathematics is not outstanding as it is in English. Also, the support for pupils outside the classroom is not always sufficiently closely monitored by teachers. Pupils' behaviour and safety are exemplary. The two distinct minority ethnic groups and cultures that the school serves integrate very well; pupils are valued and appreciated for who they are.
- The achievement of pupils is good. From very low starting points pupils make excellent progress in English to reach standards that are in line with national averages by Year 6. Attainment in mathematics for 2011 was below average, with pupils making good progress throughout Key Stage 2.
- The quality of teaching is good with some outstanding practice observed during the inspection. Pupils are well supported by adults particularly those at the early stages of learning English and those with special educational needs. Teachers use different approaches to meet the needs of their pupils and make good use of resources and equipment to enthuse pupils in their learning.
- Pupils are enthusiastic learners whose outstanding behaviour and very positive attitudes to learning contribute to their good achievement. Relationships throughout the school are characterised by mutual respect. Pupils are safe and have an excellent awareness of risk and how to keep safe. A recent focus on improving attendance has been very successful.
- The leadership and management are good with some outstanding elements, particularly in providing development opportunities for teachers and teaching assistants. Priorities for school improvement are correctly identified and have resulted in marked improvements in different areas of the school's life. Systems for monitoring and evaluating the work of the school are securely in place, but they could be better used, for example in evaluating intervention strategies for pupil support.

What does the school need to do to improve further?

- Raise achievement in mathematics by:
 - sharing good practice from Key Stage 2 to secure more rapid progress at Key Stage 1
 - continuing to promote talking in mathematics to develop mathematical thinking, understanding and language.
- Ensure that when pupils are targeted for support outside the classroom, this is appropriately managed by the classroom teacher and work is provided to prevent pupils falling behind in their learning when returning to class.

Main Report

Achievement of pupils

Achievement is good reflecting the effective learning overall that pupils make in lessons throughout the school. This is a consequence of the good teaching and support that pupils receive particularly in English where progress is outstanding and stronger overall than that in mathematics, particularly at Key Stage 1. Attainment by Year 6 is average due to the good progress overall that pupils make from their starting points. The proportion of pupils reaching the higher Level 5 in English and mathematics from average attainment at Key Stage 1 is significantly above average. The scrutiny of pupils' workbooks showed excellent progress in English, including writing throughout the school and in mathematics at Key Stage 2.

Children in the Early Years Foundation Stage are eager and curious to learn and appreciate the stimulating environment of the large, well-resourced indoor and outdoor setting. They form good relationships with both adults and peers. In the Nursery class adults take every opportunity to extend talking. Reading skills are taught well and methodically with high expectations in the Reception class. The teaching is well matched to the individual child needs and abilities resulting in good levels of enjoyment. Pupils' excellent attitudes and behaviour contribute to their rapid personal, social and emotional development.

In recent years reading and writing have been important and appropriate priorities for the school. The work on learning letters and sounds begins in the Early Years Foundation Stage and enables children to make good progress in developing their early reading and writing skills from their very low starting points. This good progress continues throughout Key Stage 1 such that by the end of Year 2 although standards in reading are well below average they are moving closer to average. The rapid progress in reading throughout Key Stage 2 enables pupils to reach national averages by the end of Year 6.

Disabled pupils and those pupils with special educational needs also make good progress. There are no significant gaps in the performance of pupils when grouped by gender, ethnicity and those eligible for free school meals. Pupils who speak

English as an additional language make outstanding progress and are among the highest attaining pupils. There was overwhelming agreement among parents in the questionnaire responses that the school enables their children to make good progress in school and to develop skills in communication, reading, writing and mathematics.

Quality of teaching

Teaching was good in the majority of the lessons seen during the inspection. It was outstanding in a few and otherwise satisfactory. Teachers have high expectation of their pupils and are inventive in planning their lessons to excite and engage young learners. They make good use of interactive whiteboards, attractive displays and a range of equipment and technologies. Assemblies also contribute well to pupils' spiritual and moral development as they actively participate and worship together. The quality of work seen in pupils' books confirms that teaching over time is consistently good.

In the good and better teaching observed assessment was used well to match work to the abilities of groups and individuals. Teachers made effective use of teaching assistants to support pupils with limited English. Other adults support pupils most effectively when working in small groups both inside and outside the classroom including support for disabled pupils and those pupils with special educational needs. A rich variety of resources encourages a more active approach to promote calculation skills in mathematics at Key Stage 2. However, there is scope for more use of paired discussion of open questions in teaching to enhance engagement, and further develop speaking and listening.

Pupils said that teaching is good and that their teachers are friendly and help them learn really well. The overwhelming majority of parents also agreed that 'My child is taught well at this school' with over half of respondents strongly agreeing that 'This school helps my child develop skills in communication, reading, writing and mathematics'.

Behaviour and safety of pupils

Pupils show extremely positive attitudes of courtesy, respect, tolerance and cooperation within the diverse school community. Their excellent behaviour and enthusiastic attitudes to learning contribute to their good achievement and the calm and orderly running of the school. The consistent implementation of the school's behaviour management strategy and policies, a priority in recent years, has been effective in securing these high standards of behaviour. Teachers have high expectations of pupils managing their own behaviour. Pupils have a very clear understanding of the rewards and sanctions in place to support their behaviour.

Bullying in its various forms is understood very clearly by pupils and although extremely rare, incidents are treated seriously by staff when they occur. Pupils say they feel safe and have a very good awareness of risk. The drive to improve attendance in the last few years has proved extremely effective. Despite a small number of pupils with extended absence attendance overall has improved rapidly in recent years and is now in line with national averages. There have been no

exclusions in recent years. The school has successfully integrated pupils excluded from other schools. The views of parents, staff and pupils confirm that behaviour is excellent and that the school is a safe place for pupils.

Leadership and management

Leaders at every level and the governing body are enthusiastic and ambitious for the school to achieve the best it can. The strength of the senior leadership is seen in the capacity of the school to support a neighbouring school with the secondment of the headteacher and another senior leader while sustaining the good practice in St Luke's under the leadership of the acting headteacher. The governing body gave careful consideration to the associated risks and also the opportunities for staff development before agreeing the secondments. Consequently, there is now an increased capacity in the leadership and management within the school. A 'team for leading the curriculum' has been effective in developing a team approach among middle leaders to drive improvement. The governing body is increasingly effective in providing challenge and support with members of the governing body actively involved in the school.

In recent years the school has identified behaviour, reading and attendance as priorities for improvement. Strategies have been successfully implemented to secure measurable improvement in these areas. The issues identified in the last inspection report have also been successfully addressed. The current school development plan correctly identifies mathematics as a priority. The school's good tracking systems for monitoring the progress of pupils have the potential to provide a more detailed audit to inform self-evaluation. Teaching is accurately monitored and opportunities for observing leading teachers have been provided as part of a continuous professional development programme. Links with Manchester Metropolitan University also provide good opportunities for professional development for teachers and teaching assistants.

There is good support for pupils with disabilities and those with special educational needs through well-managed and extensive provision. Similarly good support enables pupils whose first language is not English to make rapid progress in speaking, reading and writing and those pupils who join the school partway through their education to integrate well in this inclusive school. The school makes enterprising use of its accommodation for small group work. Class teachers identify pupils who are withdrawn for support but it is not always clear that these pupils still benefit from high quality teaching, planning and marking from their teachers. These withdrawal activities mean that pupils are no longer in the stimulating classroom environment with access to the full range of resources such as the interactive whiteboard. Sometimes the accommodation is not always suitable.

The curriculum is good and offers a wide range of enrichment opportunities to meet pupils' needs. These include visiting the theatre, music groups, a school choir and sporting activities using external agencies alongside existing staff. This broad curriculum stimulates the interests of learners and promotes their spiritual, moral, social and particularly their cultural development. The school models and promotes equality of opportunity, and is concerned to tackle and resolve discrimination of any

kind. Safeguarding and child protection procedures and practices are effective and meet requirements.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

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

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

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

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

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

Common terminology used by inspectors

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

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



27 April 2012

Dear Pupils

Inspection of St Luke's Church of England Primary School, Bury, BL9 9JQ

Thank you for your friendly welcome when we came to inspect your school. We enjoyed meeting you and we are particularly grateful to those of you who gave up your time to meet with us and talk about your school.

You told us that your school is good and we agree with you that St Luke's is a good school. We were very impressed with your outstanding behaviour and the kind and courteous way you treat each other. Your headteacher, teachers, and other adults want to help you do the best that you can. They work hard to make your work interesting and help you learn. We saw that you are eager to learn and find things out. This helps you make outstanding progress in reading and writing.

We have asked your teachers to help those of you at Key Stage 1 do even better in mathematics so this is as good as your English. We want your teachers to help you talk and explain your mathematics to each other. This will help you understand it more. We have also asked your teachers to make sure that if you need extra help from other adults then this helps you catch up with the rest of your class.

Thank you again for making us so welcome. We are sure that you will continue to work hard and we wish you well.

Yours sincerely

Michael Blaylock
Lead inspector

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