

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5359
Direct F 0117 315 0430
Email: christina.bannerman@tribalgroup.com

13 May 2013

Mrs Amanda Hough
Headteacher
St Luke's Church of England Primary School
Cookham Road
Maidenhead
SL6 7EG

Dear Mrs Hough

Special measures: monitoring inspection of St Luke's Church of England Primary School

Following my visit to your school on 9 and 10 May 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection which took place in January 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good

Progress since previous monitoring inspection – good

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Windsor and Maidenhead.

Yours sincerely

Kekshan Salaria
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in January 2012

- Raise attainment in English and mathematics by:
 - introducing rigorous assessment procedures to ensure early identification of pupils' needs and measuring the effectiveness of any interventions
 - using assessment information to plan effective lessons which match pupils' abilities and provide suitable challenge
 - ensuring good practice is shared and applied consistently throughout the school.
- Improve teaching so that all pupils make at least the expected progress in English and mathematics by:
 - rigorously monitoring lessons and providing developmental feedback and training to teachers so that expectations are raised and consistency is established
 - making sure that marking always shows pupils how to improve and there are opportunities for them to respond to teachers' feedback
 - improving the acquisition of communication skills through planning exciting activities that specifically identify key vocabulary to be learned.
- Increase the effectiveness of leaders and managers at all levels by:
 - developing rigorous systems to monitor and evaluate the work of the school
 - establishing a strategic vision for the school so that there is a culture of ambition and whole-school consistency in the drive to raise attainment
 - ensuring that the governing body undertakes training so that it can fulfil its statutory role and hold leaders to account for the school's outcomes
 - implementing rigorous and effective performance management procedures for all staff.
- Improve behaviour and attendance by:
 - ensuring the new behaviour policy is consistently applied and evaluating its impact through establishing systems to log incidents and outcomes so that poor behaviour and racial bullying are eradicated
 - analysing patterns of absence and taking effective action so that attendance is improved to the national average by December 2012.

Special measures: monitoring of St Luke's Church of England Primary School

Report from the fourth monitoring inspection on 9–10 May 2013

Evidence

Her Majesty's Inspector observed the school's work, scrutinised documents and met with the headteacher, other senior and middle leaders, a group of support staff, the Chair of the Interim Executive Board, a group of pupils and a senior representative from the local authority. In addition, the lead inspector met with a small group of parents and had informal conversations with pupils in classes and around the school.

Context

There have been no substantial changes to staffing since the previous monitoring inspection.

Achievement of pupils at the school

Since the previous monitoring inspection in January 2013, school leaders have implemented further strategies to raise achievement. These measures have had a positive impact on the progress pupils make. The most significant improvement is that teachers have higher expectations of pupils, particularly in their acquisition and use of vocabulary. Pupils are beginning to catch up lost ground. The school is successfully addressing past underachievement with the good deployment of staff to run booster groups and special writing groups so that the gap is narrowing in reading and also in mathematics. Pupils enjoy reading. The systematic teaching of sounds and letters to give pupils essential building blocks to tackle new words is boosting their reading confidence.

Progress since the last monitoring inspection on the areas for improvement:

- Improve teaching so that all pupils make at least the expected progress in English and mathematics – good.

The quality of teaching

There is a greater consistency in the way in which teachers organise their classrooms with wall displays being used well to promote learning. All teachers encourage their pupils to talk to a partner at certain points during lessons and this is helping them to organise and express orally their thoughts and views. There have been noticeable improvements in the pace of lessons and a reduction in the length

of time pupils sit on the carpet. Staff are reflective practitioners. They can and do identify what has worked well in their lessons and what could be improved, and readily accept advice and guidance. All of this is helping to secure improvements to teaching. The school is aware that there is still some way to go before every pupil is making consistently good progress throughout the school, but teachers are gradually eradicating the legacy of underachievement that was caused by weak teaching in the past.

By sharing the high-quality practice within the school and with support from local authority consultants, provision in the outdoor area in the Early Years Foundation Stage has significantly improved. Through reorganising daily routines and procedures, and refocusing provision in the classroom environment, the children are actively involved in their learning, and steady progress is being made. School leaders have placed a high priority on reading skills right from the Early Years Foundation Stage. The work of teaching assistants in phonic sessions continues to contribute significantly to the progress pupils make. Opportunities to read in class are well organised, productive and important parts of the school day now, instilling in pupils a love of books to set them up well for later life. Teachers mark English and mathematics exercise books thoroughly, giving helpful hints and often setting small extra tasks to embed learning.

Progress since the last monitoring inspection on the areas for improvement:

- Improve teaching so that all pupils make at least the expected progress in English and mathematics – good.

Behaviour and safety of pupils

Behaviour is much improved in lessons, around school and at break times. Of particular note are the improved attitudes pupils have towards their learning. Appropriate levels of interest and involvement by the pupils were observed in lessons. Pupils report that they work harder and enjoy their interesting lessons. They are delighted with the new seating arrangements in the lunch hall, which give the older pupils the responsibility for caring for younger pupils and opportunities to mix with pupils from different year groups. School staff and the local authority have worked hard to improve pupils' attendance. Pupils and their parents have been made more aware of the importance of coming to school regularly. The result is that the overall attendance figure is increasing.

Progress since the last monitoring inspection on the areas for improvement:

- Improve behaviour and attendance – good.

The quality of leadership in, and management of, the school

The strong leadership of the headteacher is ensuring a concerted and measured approach to making improvements. Staff morale appears to be good and the school is addressing each of the key areas for improvement determinedly. Senior leaders know what the school does well and what needs to improve because of thorough monitoring of data and regular checking of the quality of teaching. Frequent and rigorous checks on pupils' progress by both teachers and senior leaders are ensuring that early signs of underachievement are dealt with promptly. Increased accountability of teachers for pupils' progress, and good quality training are securing good progress in ensuring consistently higher expectations of pupils. The effect of this can be seen in the more rapid rates of pupil progress. The effective mentoring and partnership work with local schools are exposing teachers to good practice and helping the school to validate its judgements. Work to strengthen the leadership skills and roles of other leaders, including subject leaders, has begun. There are appropriate plans in place to build their capacity. For example, a well-thought-out shadowing structure has been developed for September 2013.

The Chair of the Interim Executive Board continues to provide excellent support and challenge to the school. She demonstrates a very clear understanding of the key priorities and the need to check and receive regular feedback on the impact of the school's work. She has brokered support from the local authority and the Diocese, ensuring it is judiciously delivered to take account of improvements made and to address remaining areas of weakness. Parents comment that communications from the school to home are much improved.

- Increase the effectiveness of leaders and managers at all levels – good.

External support

The local authority has worked closely with the school, providing an appropriate and proportionate level of support. Senior staff consider this support to be useful, in particular, the good specialist support for staff in the Early Years Foundation Stage. Regular meetings provide a helpful review of the school's progress and identify emerging issues. This is contributing to building good capacity for continuing improvement.