

St Luke's CofE Primary School

Eccles New Road, Salford, Greater Manchester, M5 5NX

Inspection dates 17–18 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. Pupils make particularly good progress in learning to read.
- Teaching is good. Some teaching is outstanding. The marking of pupils' books is excellent and pupils say it helps them to improve.
- Pupils feel totally safe in school and learn to be considerate towards others. Their behaviour in lessons and around the school is good.
- The headteacher provides skilful leadership and is ably assisted by the deputy headteacher. Teachers work together as a team and are keen to take responsibility in leading aspects of the school's work.
- Senior school leaders and governors have successfully ensured that the school has continued to improve since the last inspection. The methods they use for checking on the quality of teaching and pupils' progress are effective. The impact of this good leadership is seen in higher standards of achievement and better teaching.
- Pupils thoroughly enjoy sport and visits to places of interest. This makes learning exciting and helps pupils to acquire social and personal skills.
- Parents feel that teaching is good and that their children are happy in school.

It is not yet an outstanding school because

- Teaching is not yet outstanding across the school. In some lessons, work is not pitched at just the right level because it is too hard or too easy.
- Progress in writing is not as strong as in reading and too few pupils reach the higher levels.
- In the Early Years Foundation Stage, some activities do not help children to develop their language abilities sufficiently.
- Middle leaders do not have enough impact on improving teaching and raising achievement.

Information about this inspection

- The inspectors observed the teaching of 11 teachers. They saw 22 lessons altogether. One lesson was jointly observed with the headteacher.
- The inspectors looked at the work in pupils' books to assess achievement currently and over time and the quality of teachers' marking. Some of this was done jointly with the headteacher.
- The inspectors spoke to groups of pupils to get their views of the quality of teaching, what they enjoy doing in school and what they feel about pupils' behaviour and safety. They took account of 12 responses from parents to the online questionnaire (Parent View). Inspectors also spoke to some parents as they brought their children to school.
- Meetings were held with members of the governing body, teachers and support staff and two representatives of the local authority.
- Inspectors looked at a number of documents including the school's view of its work, the school improvement plan and various policies, for example on behaviour and attendance. Inspectors looked at safeguarding documents and the school's records of behaviour and bullying incidents.
- Inspectors took account of the school's view of the quality of teaching. Together with the headteacher, they looked at the school's tracking of pupils' progress. Inspectors analysed the results of the 2012 national tests and tasks and unvalidated data for the same tests for 2013.
- The inspectors listened to pupils read and checked the school's records of reading progress.

Inspection team

David Law, Lead inspector

Additional Inspector

Bimla Kumari

Additional Inspector

John Shutt

Additional Inspector

Full report

Information about this school

- St Luke's is larger than the average-sized primary school. The proportion of pupils leaving or joining the school in any one year is much higher than is typically seen. The number of pupils at the school has risen significantly since the last inspection (by about 40%). This increase has been most significant in Reception and Year 1. At the time of the inspection, the school was undergoing a building programme to provide additional classrooms and some pupils were housed in temporary accommodation.
- The proportion of pupils from minority ethnic groups is above average and has risen since the last inspection. The proportion of pupils whose first language is not English has also risen in the last three years and is now above average.
- An above-average proportion of pupils are supported at school action because they are disabled or have special educational needs. An above-average proportion of pupils have a statement of special educational needs or are supported at school action plus.
- The proportion of pupils supported through the pupil premium is well above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so more is outstanding, thus enabling pupils to make the best possible progress by:
 - ensuring teachers plan and teach work that is consistently pitched at the right level so it meets the different needs of pupils
 - developing further methods for the teaching of writing, including handwriting, spelling and punctuation, so even better progress is made and more pupils reach the higher levels by the end of Year 2 and Year 6
 - ensuring activities across all areas of learning in the Early Years Foundation Stage are sharply focused on helping children to acquire necessary language skills and checking that all adults have a clear role in doing this.
- Improve middle leadership by developing the role of key stage leaders in checking on the quality of teaching, reviewing pupils' progress and supporting and challenging other teachers to continuously improve.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with skills, knowledge and understanding well below what is typical at this age. From these low starting points, pupils make good progress across the school to leave Year 6 with standards of attainment at or above those seen nationally.
- Children in the Early Years Foundation Stage make good progress in their personal development and settle quickly into routines. Overall they are well prepared to enter Year 1, although language skills remain below what is typical at this age.
- Currently, pupils' books, school data and teaching in lessons show pupils in Key Stage 1 make good progress. They make strong progress in mathematics and by the end of Year 2, attainment broadly matches the national average.
- Progress in reading at Key Stage 1 is good. For example, in an outstanding Year 1 lesson, pupils rapidly acquired new skills in learning letters and sounds (phonics) when tackling their 'target words'. Pupils' reading has improved recently because teaching has focused on these key skills.
- Pupils generally make good progress in writing and the books of pupils currently in Year 2 show they are beginning to draft longer pieces of work. However, by the end of Year 2, standards of attainment are below those seen nationally.
- At Key Stage 2, pupils make good progress overall and particularly strong progress in reading. In the 2012 end-of-key-stage tests, reading was well above average, indicating outstanding progress from below-average starting points at the end of Year 2. Provisional results for 2013 suggest this has been maintained. Pupils now in Year 6 read fluently and with understanding, and say that reading 'inspires new ideas'.
- Key Stage 2 pupils make good progress in mathematics and successfully learn how to solve problems. For example, in a Year 3 lesson, pupils showed persistence when faced with a challenge and made good progress in understanding place value.
- Pupils' progress in writing is briskest in Years 5 and 6, where teaching is particularly effective. However, at both Key Stages 1 and 2, too many pupils are not confident in their handwriting, spelling and punctuation skills.
- Pupils use their literacy and numeracy skills well across a range of subjects because teachers plan these opportunities carefully, for example when Year 3 pupils wrote about the plague in Tudor England.
- The school fosters good relations across all groups of pupils so everyone has the opportunity to learn and make progress. Disabled pupils and those with special educational needs make good progress overall; some individuals make outstanding progress because teachers plan effective individual programmes to meet their needs.
- The most-able pupils make good progress in reading and mathematics; however, in writing too few reach the higher level by the end of both Years 2 and 6 in comparison to the national picture.
- Pupils for whom English is not the first language make good progress, as do those who join the school at different times throughout the year, because needs are assessed quickly and support is promptly given.
- Pupils eligible for free school meals make the same good progress as others at the school. Their attainment is ahead of similar pupils' nationally by about two terms.

The quality of teaching

is good

- Good teaching across the school promotes pupils' good achievement. Examples of outstanding teaching are evident in all key stages.
- Pupils describe teachers as 'kind, helpful and good at telling stories'. Pupils say teachers help them when work is difficult and they value teachers' marking of their work because it helps them

to improve. Scrutiny of pupils' books shows teachers' marking to be excellent.

- Relations are positive: teachers expect the best from pupils and manage their behaviour well. Consequently, pupils show good attitudes to learning. Teaching makes a positive contribution to pupils' spiritual, moral, social and cultural development, for example in English lessons in Key Stage 2 when pupils consider different points of view in literature.
- Teachers plan carefully for pupils' different needs. For example, in one outstanding Year 6 reading lesson, pupils of all abilities made outstanding progress because work was closely matched to their abilities. However, in a few lessons, work is not pitched at the right level and tasks are consequently too hard or too easy.
- Good teaching for disabled pupils and those with special educational needs helps them to make good and sometimes outstanding progress. If pupils begin to fall behind, this is quickly corrected because teachers have effective methods to track pupils' progress.
- Pupils enjoy history, art and design, and sport. For example, Year 3 pupils were keen to explain the story of Henry VIII, his six wives and his daughter 'Bloody Mary'. They remember and enjoy these subjects because teachers make lessons interesting.
- Mathematics is taught well. Teachers skilfully check pupils' progress in lessons and then adjust what they do to move learning forward. This was seen to good effect in Year 3, where the teacher gathered a group of struggling pupils together to show them how to tackle addition problems; as a result, good progress was made.
- The teaching of reading has improved since the last inspection and the impact is seen in pupils' improved knowledge of letters and sounds, and in the above-average number of pupils reading at the higher level by the end of Year 6.
- Teaching over time in some classes has not been effective in ensuring progress in writing is equally as strong as in reading. Although teachers' planning ensures pupils write in a range of styles, too many pupils are not confident in their handwriting, spelling and punctuation and the proportion reaching the higher level by the end of Year 2 and Year 6 is below that seen nationally.
- In the Early Years Foundation Stage, teachers' planning ensures all areas of learning are covered and some good opportunities are provided for children to learn through play. However, the teaching of language skills is not always successful where activities lack clear purpose and adults do not intervene effectively to promote children's speaking and listening.

The behaviour and safety of pupils are good

- In lessons, pupils usually display good behaviour. In some lessons, pupils' behaviour and attitudes are outstanding. Pupils listen carefully, follow instructions, try their best and work cooperatively. In the few lessons where teaching fails to engage them, some pupils become restless.
- Behaviour around school is good. The atmosphere is calm and orderly. At lunchtimes, restful music is played; pupils chat in a friendly manner and conduct themselves sensibly.
- Pupils feel entirely safe in school and free from harassment or bullying. Pupils have a good understanding of how to keep safe and a good knowledge of what bullying is and how to handle it, because the school has effective personal and social education programmes to teach them about this.
- Parents say their children are well looked after. There are excellent methods for making sure pupils are safe and well looked after.
- School records show that behaviour over time is good. Bullying is rare. There have been no exclusions for poor behaviour for some years. There are excellent methods for supporting the most vulnerable pupils and their families.
- Attendance improved to average levels in 2012 but despite the school's best efforts, fell back to just below average in the following year. The school constantly stresses the need for good attendance and promptly follows up reasons for absence. Pupils are usually punctual to lessons.

The leadership and management are good

- The headteacher provides a clear lead firmly centred on improving teaching. The deputy headteacher leads strongly on provision for pupils with special educational needs. Their joint ambition has enabled the school to improve since the last inspection, for example by raising achievement further.
- Good methods for checking on the quality of teaching and pupils' progress include regular lesson observations and clear feedback to teachers on how they can improve. Planning for improvement includes relevant priorities. For example, the school is taking robust steps to improve pupils' writing and the impact of this is seen in their currently good progress.
- Leaders and managers ensure relevant training for staff to improve their teaching. The appraisal of teachers' work is thorough. For example, teachers and leaders meet regularly to review pupils' progress and any steps needed to boost attainment are taken quickly.
- Leaders and governors are keen for pupils to experience an interesting and enjoyable education. They make sure that learning is enriched through a range of visits and visitors to the school, for example through links with the local 'Media City' and sporting activities such as fencing.
- Leaders plan good opportunities for pupils to learn about different cultures and faiths and this enhances their spiritual, moral, social and cultural development. Leaders also ensure good relations are promoted within the school so all groups have equal opportunity to learn.
- The pupil premium funding is used well to provide further teaching and pupils in receipt of this make good progress. Primary School Sport funding is used effectively to provide additional activities such as horse riding and school leaders have to monitor regularly the impact of this initiative.
- Leaders value the help of the local authority, for example in providing support and challenge through the services of a School Improvement Partner.
- Middle leaders are keen to contribute but the key stage leader roles are not yet sharply focused on checking and improving teaching to enhance pupils' progress.
- **The governance of the school:**
 - Governors want the best for all pupils and have established useful ways to find out how well pupils are learning, for example through visits to classrooms. This helps them to provide good challenge and support. They make sure that safeguarding requirements are met. Governors ensure that teacher appraisal, including the performance of the headteacher, is securely in place and that pay awards are warranted. Governors and school leaders have successfully managed the rise in pupil numbers and subsequent building programmes.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105930
Local authority	Salford
Inspection number	429491

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	284
Appropriate authority	The governing body
Chair	Sue Robinson
Headteacher	Kath Partridge
Date of previous school inspection	17 June 2009
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