

St Luke's Church of England Primary School

Linton Grove, London, SE27 0DZ

Inspection dates 19–20 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- There is too much variation in the progress made by different groups of pupils in reading, writing and mathematics.
- There is some inadequate teaching and some which requires improvement. This hinders pupils from making more rapid progress.
- Although teachers plan lessons thoroughly, not enough attention is given to ensuring that the work is challenging all pupils, especially the most able.
- Work in some pupils' books is untidy and presentation is poor. Adults' expectations of what pupils can do are not high enough.
- There are too few opportunities for pupils to write at length.
- In some lessons, low-level disruption and the inappropriate behaviour of a few pupils holds back learning.
- Leaders do not check information on pupils' progress and attainment closely enough to ensure that different groups of pupils make consistently good progress.
- Leaders with additional responsibilities lack the skills to make good use of the information that they gather about the quality of teaching and learning.
- Although the interim executive board is supportive of the school's work, it is too reliant on information provided by leaders. It does not provide enough challenge on issues related to attainment and the quality of teaching.

The school has the following strengths

- Morale in the school is high and there is strong support for the new leadership from staff and parents and carers.
- Pupils know how to keep themselves safe and are proud of their school.
- Attendance has improved and is now above average.
- Leaders have successfully invested time and effort into providing a wide range of opportunities to enhance pupils' spiritual, moral, social and cultural development.
- The skilful and determined executive headteacher is supported by an effective senior leadership team.

Information about this inspection

- Inspectors observed 14 lessons or part-lessons. Six lesson observations were carried out jointly with the executive headteacher or with a member of the senior leadership team.
- Inspectors observed an assembly led by senior staff.
- Inspectors looked at pupils' English and mathematics books in order to evaluate their progress over time and talked with them about their learning.
- Inspectors held discussions with members of the senior leadership team, teachers with additional leadership responsibility, the Chair of the interim executive board, and with representatives of the local authority and the Diocese of Southwark.
- Inspectors analysed a range of documents, including: the school's self-evaluation; development plans; documents relating to safeguarding; policies; information about pupils' progress; minutes of meetings held by the interim executive board and the local authority steering group; and records of behaviour and incidents. They also looked at the school's website and 'data dashboard' and records of the monitoring and evaluation of the quality of teaching and learning.
- Inspectors examined anonymised documents about the management of staff performance.
- Inspectors took account of 16 responses to the online Parent View survey, the views expressed by parents and carers in the school playground and the school's records of parents' and carers' views. They reviewed the 11 responses to the staff questionnaire.

Inspection team

Adam Higgins, Lead inspector

Her Majesty's Inspector

Kekshan Salaria

Her Majesty's Inspector

Full report

Information about this school

- St Luke's is smaller than the average-sized primary school.
- Since the previous inspection there have been two headteachers and a significant turnover of staff.
- In March 2013, the school entered into a partnership with a neighbouring school. There is an executive headteacher across the two schools.
- The local authority used its powers of intervention to appoint an interim executive board to replace the governing body in March 2013.
- The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion of pupils who speak English as an additional language. The majority of pupils are from Black or Black British backgrounds, mainly from Caribbean or African heritage, with pupils from any other White background forming the next sizeable ethnic group.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and children of service families) is well above average.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is below average; the proportion supported at school action plus or with a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is all consistently at least good, leading to more rapid progress for all groups of pupils in reading, writing and mathematics, by:
 - making sure that all teachers set work which challenges all pupils, but especially those who are more able, to do their best, work hard and achieve their potential
 - scrutinising pupils' books more frequently to ensure that teachers have consistently high expectations of presentation and that pupils are making good or better progress
 - providing frequent opportunities for pupils to undertake longer pieces of writing
 - improving the attitudes and behaviour of some pupils by ensuring that their work is challenging and not too easy.
- Increase the effectiveness of leadership and management at all levels, by:
 - ensuring that the evidence gathered from monitoring pupils' achievement and the quality of teaching is rigorously analysed and evaluated
 - identifying priorities for improvement which are turned into sharp improvement plans with measurable milestones
 - evaluating the effectiveness of improvement plans at more regular intervals
 - training leaders in the skills they need to evaluate pupils' progress and the quality of teaching and in monitoring areas which require improvement.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' slow progress in the past has resulted in low achievement which the school is beginning to overcome. Pupils' rates of progress improved in 2013. This is because there is more teaching that is good, for example in Years 1 and 6. Nevertheless, there is still too much teaching that requires improvement and this has led to inconsistent rates of progress in reading, writing and mathematics for different groups of pupils, particularly the more able.
- Pupils' standards at the end of Year 2 have been stubbornly below average since 2012. However, because of the determination of the executive headteacher to raise achievement, standards in Year 6 have improved and are now average in reading, writing and mathematics.
- Most children start in the Reception class with skills and knowledge below those that would normally be expected for their age and a small number start with skills that are well below expectations. They settle quickly into the Reception class and gain in confidence because adults make sure that routines are familiar. By the time children leave the Reception class their skills and knowledge remain below typical expectations.
- The progress made by disabled pupils and those who have special educational needs requires improvement. The additional support received by these pupils in lessons, in small groups and individual sessions beyond the classroom is helping them to make similar progress to other pupils in some year groups, but not in all.
- The achievement of pupils from minority ethnic groups, including pupils who speak English as an additional language, is similarly inconsistent, and therefore also requires improvement.
- Pupils who are eligible for the pupil premium funding make similar and sometimes better progress to other pupils in some classes. Leaders have planned carefully for the use of the additional funding that they receive to support this group. By the end of Year 6, these pupils are almost one term behind their peers in reading, over two terms behind in mathematics and almost two terms behind in writing.
- Pupils' achievement in reading is improving. In 2013 the results from the national reading check for Year 1 pupils indicated a below average proportion of pupils met the required standard. The school places a high value on the promotion of early reading. Consequently, a specialist teacher has been appointed to bring greater consistency to the teaching of phonics (the sounds that letters make) when children first start to learn to read.
- Pupils' skills in writing are improving, but by the end of Year 6 they are just below those in reading and mathematics. Pupils' skills in spelling, grammar and punctuation are weak and their handwriting is sometimes untidy. Pupils' books show that many struggle to write confidently and that their command of sentence structure and interesting vocabulary is poor. Some teachers' expectations of what pupils can do are not high enough.
- Pupils' achievement in mathematics is improving. However it is not as strong in Years 2, 3 and 4 as it is in Years 1 and 6.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it is too inconsistent. There are pockets of better teaching in the school but there is some which requires improvement and a small amount which is inadequate.
- Teachers' expectations of what pupils can do are too low in some lessons, and the work given does not offer enough challenge to ensure that all groups make good progress, particularly in writing. Some pupils find the work too easy and as a result their progress is frequently limited.
- Teachers mark work regularly but the quality of the feedback is variable. In the better examples, especially in Years 1 and 6, pupils are given clear instructions about what they need to do next in order to improve their work and accelerate their progress.
- Some pupils' writing books are untidy and poorly presented. Too much work is started and left

incomplete and there are too few opportunities for pupils to write at length. Teachers' expectations vary between classes. Where teaching is best, pupils are expected to complete pieces of work and are given time to go back and complete unfinished tasks. These pupils make better progress because they complete their learning before they move onto the next activity.

- There are some strengths in the way in which reading is taught in the school so that pupils are now making better progress. Consistency has been brought to the teaching of early reading skills with the appointment of a teacher who is responsible for this important area of work.
- Attainment in mathematics is rising as a result of a whole-school focus on planning creative lessons using newly purchased resources. However, in some classes the work set for pupils is too easy and there is an over-reliance on pupils completing worksheets.
- There have been improvements in aspects of teaching which are beginning to improve pupils' learning. Where teaching is best, pupils are developing a thirst for learning because teachers know their subject well and use exciting strategies to engage them. In a Year 1 mathematics lesson, pupils made tally charts and turned these into bar graphs. One pupil was on the edge of his seat with excitement and desperate to get on with the task because the teacher had judged the pace of her delivery to perfection.
- Teaching assistants provide good support for pupils, including disabled pupils and those with special educational needs. In a Year 3 lesson, pupils used a computer tablet with a teaching assistant to record a news report which they then turned into a piece of writing. This effective support enabled them to make rapid progress in their writing.

The behaviour and safety of pupils

requires improvement

- Behaviour in some lessons is not good enough. Although pupils usually have good attitudes towards their learning and want to do well, when the work is not demanding enough some become restless and this impacts on the learning of others. At times this is not dealt with effectively by the teacher.
- Pupils say that when their lessons are too easy they become bored quickly and that when other pupils start to fidget they lose concentration.
- The executive headteacher has ensured, by introducing a new policy, that teachers who are new to the school are well supported in using a consistent approach to the management of pupils' behaviour. Pupils say that they like the behaviour charts that are used in all classrooms and that they can see improvements in behaviour.
- Pupils are polite, welcoming and very proud of their school. They say the introduction of Years 5 and 6 peer mentors at playtimes has helped them to take greater responsibility for their own behaviour but also introduced shared responsibility for each other's behaviour.
- Pupils say the few incidents of bullying that occur are dealt with effectively. They are well informed about the different forms of bullying.
- They know about the importance of staying safe when using computers and other devices. They say that talking in lessons about the importance of not giving out names and addresses to strangers when using the internet has given them the confidence to use computers safely.
- The large majority of parents and carers who responded to Parent View said that their children felt safe at school and that pupils are well behaved.
- Attendance is above average and procedures for following up absence are thorough.

The leadership and management

requires improvement

- Leadership and management require improvement because leaders do not rigorously evaluate the information that they have about pupils' achievement and the quality of teaching, and use it to plan sharp actions with measurable steps, against which they can be held to account.
 - The executive headteacher has ensured the management of teachers' performance is a priority.
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Reviews of performance identify expectations for improvements in teaching and pupils' achievement.

- The curriculum is rich and varied. There are now more opportunities for pupils to play an instrument, sing as a part of a group, learn a modern foreign language and to take part in sporting activities. The introduction of a thematic approach to learning has strengthened pupils' understanding of the links between different subjects.
 - The highly effective leadership of the executive headteacher, supported by the deputy headteacher, in very challenging circumstances has started to turn the school around. It has reversed the decline in standards, brought stability and significantly improved the quality of education on offer.
 - The strong partnership with the executive headteacher's other school is making a good contribution to developing the skills of some teachers. Teachers and other staff meet to speak with each other about their practice and share training opportunities. This has brought the two schools closer together and ensured a common approach, which has in turn secured improvements in some aspects of teaching.
 - The executive headteacher has introduced the 'Rights Respecting Agenda' into the school. Pupils talk enthusiastically about the impact that this has on them. They are proud to be Rights Respecting Ambassadors and take these roles seriously. This has had a very positive impact on their social and moral development.
 - The school places the promotion of equality of opportunity at the heart of its work. The introduction of regular meetings at which teachers discuss pupils' progress with the executive headteacher is ensuring greater levels of equality.
 - Leaders have carefully planned their use of the primary school sport funding. They have set up a partnership with an external provider to run before- and after-school activities, which are targeted at pupils who will benefit from increasing their level of physical activity, as well as providing opportunities for pupils to participate in after-school and inter-school sporting activities.
 - The school has benefited from the timely intervention and highly focused support and challenge provided by the local authority working in partnership with the Diocese of Southwark. This has been particularly effective in relation to securing the leadership and management of the school.
 - **The governance of the school:**
 - The interim executive board has highly skilled and experienced members. They have been instrumental in securing the future of the school through a partnership with a neighbouring school. They have worked with the executive headteacher to appoint a team of suitably qualified staff. They understand about managing teachers' performance and how it must be used to improve the quality of teaching if pay rises are to be awarded. Working in partnership with the local authority and the Diocese of Southwark they have supported senior leaders in halting the decline in standards. They have grown in confidence and have become less dependent on external monitoring from the local authority. However, they are too reliant on information provided by leaders and too willing to accept leaders' judgments which are not strongly based on evaluated evidence. This has given the interim executive board an unrealistic view of how rapidly the school is moving forward. The board ensures that statutory duties such as safeguarding are met and that financial resources are managed well.
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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	100618
Local authority	Lambeth
Inspection number	425506

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	Interim Executive Board
Chair	Jane Hills
Executive headteacher	Nicky Zeronian-Dalley
Date of previous school inspection	5–6 March 2012
Telephone number	020 8670 1981
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