

# St Luke's CofE Primary School

Cookham Road, Maidenhead, SL6 7EG

## Inspection dates

11–12 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
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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.

- Pupils make good progress in their learning and leave the school with standards that are in line with the national average in English and mathematics.
- The quality of teaching is good with some that is outstanding. This is due to the careful checking of lessons by senior leaders. Pupils who come to the school with below average attainment, little spoken English or learning difficulties are supported well.
- Any weaker teaching is tackled successfully. Teachers are very clear about what is expected of them and know that their pupils need to make good progress. Teaching assistants are effective.
- All aspects of pupils' spiritual, moral, social and cultural development are promoted well through the teaching and the curriculum.
- The headteacher is a strong driving force in the school. She is determined in making sure every pupil makes at least good progress from their various starting point.
- Pupils enjoy school, work hard and have very positive attitudes to school life. They respect and appreciate each other and make new arrivals to the school feel welcome.
- Senior leaders and governors have a very good understanding of the progress pupils make.
- Senior leaders, staff and the governing body work as a very effective team that has made a considerable impact in moving the school from inadequate to good.

### It is not yet an outstanding school because:

- Pupils do not always write at length, especially if they are not enthused by the writing tasks. The quality of pupils' handwriting and presentation varies across the school.
- The governing body does not consult and take into consideration pupils' views when making strategic decisions.

## Information about this inspection

- Inspectors observed 13 lessons or part-lessons and six intervention sessions. Five lessons were observed jointly with senior leaders. Inspectors listened to pupils reading, visited an assembly and observed playtime activities.
- Meetings were held with a group of pupils, parents and carers, senior and middle managers, the Chair of the Interim Executive Board and two members of the shadow governing body, and a representative from the local authority.
- The inspection team looked at a number of documents, including information about safeguarding, information on the progress and the attainment of pupils, the school's self-evaluation and records of monitoring in relation to teaching, pupils' behaviour and attendance.
- Inspectors looked at books in lessons as well as a substantial number out of lessons in order to evaluate the progress made by pupils over time.
- There were too few responses to the online questionnaire (Parent View) to publish the results. However, inspectors took account of a recent school questionnaire.

## Inspection team

Kekshan Salaria, Lead inspector	Her Majesty's Inspector
Crystal Gail Robertson	Additional Inspector
John Worgan	Additional Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- St Luke's Church of England Primary is an average size primary school.
- Most pupils are from White British and Pakistani backgrounds. There is a high proportion of pupils who speak English as an additional language.
- A higher-than-average proportion of pupils are known to be eligible for the pupil premium (additional funding provided by the government to support pupils known to be eligible for free school meals, children in local authority care and those from service families).
- The proportion of disabled pupils and those with special educational needs supported through school action is above the national average. The proportion supported through school action plus or with a statement of special educational needs is also above that found in most schools.
- The number of pupils joining and leaving the school outside normal times is higher than average.
- 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?

- Raise standards and achievement in writing by:
  - developing pupils' enthusiasm for writing through creative and stimulating tasks, for example through drama
  - ensuring pupils in all classes write extensively and are given clear guidance on improving handwriting, punctuation and grammar.
- Ensure the governing body consults and takes into consideration pupils' views when making strategic decisions.

## Inspection judgements

### The achievement of pupils

**is good**

- Children join the school with levels of skills and knowledge well below those usually expected for their age. This is particularly the case in terms of their language and communication skills. They make good progress and enter Year 1 with below age-related expectations.
- Pupils make good progress between Years 1 to 6; at the top end of Key Stage 2 progress is often outstanding. Consequently, attainment at the end of Year 6 is broadly average and improving as confirmed by the school's data, teacher assessments and national test results.
- The teaching of early reading skills, including the sounds letters make (phonics), is a key priority in the Reception and Years 1 and 2 classes. In 2013 the results from the national reading check for Year 1 pupils were lower than those expected nationally, although much improved from 2012.
- Pupils' mathematical skills develop well, especially in the ability to perform calculations and develop efficient methods. They successfully learn how to collect and use data and gain awareness of shape, space and measures. Pupils are also increasing their skills to use problem-solving approaches.
- Pupils' achievement in writing is not as strong as in mathematics. For example, in a number of lessons observed, pupils were not given enough challenge to extend their thinking and their workbooks indicate they are not given enough motivating tasks to encourage them to write at length and develop their skills.
- The school has used the pupil premium funding to target support for groups of pupils who may be falling behind in their work. Consequently, the gap between the attainment of pupils eligible for pupil premium funding and that of their peers narrowed in 2013; they are approximately one term behind in English and mathematics.
- At the last inspection, too few pupils were reaching the higher levels in English and mathematics. This is not the case now. Each pupil's progress is carefully tracked and checked and the headteacher makes sure all teachers know which pupils should be aiming for, and achieving, above average attainment.
- Pupils who speak English as an additional language make progress in line with that of their peers. Disabled pupils and those with special educational needs also achieve as well as their peers. They get good support from teaching assistants who work with them.

### The quality of teaching

**is good**

- Teaching is typically good, as confirmed by the school's effective monitoring system, pupils' workbooks and the lessons observed during the inspection.
- In the Reception classes, children's learning is planned systematically and adapted well according to what individual children need. Their learning and development are observed closely and carefully. Teachers are quick to identify any extra help that children require and adjustments are made quickly.
- Effective individual support and a well-organised approach are ensuring that pupils have good knowledge of phonics, enabling them to tackle texts appropriate to their age and interests.
- Teachers build good relationships with their pupils. Classrooms are lively and inviting and there are useful resources on display in classrooms, which pupils readily use.
- A particularly strong feature is the quality of the teaching assistants. They intervene and support pupils sensitively and make a strong contribution to their learning across the school. This is especially the case when the teachers give teaching assistants detailed plans to help them ask their group of pupils the right questions and steer their learning successfully.
- Pupils are encouraged to look critically at their own and others' work. A small group of older

pupils, for example, discussed with their teacher the quality of recent work and this led to clear ideas about how to improve in the future.

- Disabled pupils and those who have special educational needs are well supported and tasks are matched accurately to their needs. One-to-one and small-group teaching is having a positive impact and helping pupils make good progress. Teaching assistants engage in discussion with pupils, giving them confidence to persevere.
- Pupils make the best progress when teachers encourage them to follow up ideas on their This was clear in lessons where teaching was outstanding. Pupils worked exceptionally well in partnership with others and all, regardless of ability, made outstanding progress.
- A greater focus on developing literacy has had a significant impact on pupils' achievement, although there are missed opportunities for extending pupils' writing further, particularly at the beginning of Key Stage 2. Pupils' workbooks show that the quality of pupils' handwriting varies and their work is not always tidily presented.
- Pupils now receive good, and in some classes outstanding, guidance from teachers on how to improve their work.

### **The behaviour and safety of pupils**

**are good**

- Teachers manage behaviour well and teaching assistants make a strong contribution by making sure pupils with specific behavioural difficulties do not disrupt the learning of others.
- Pupils' attitudes to learning are good. They are exceptionally keen to do well and persevere, even when they experience difficulty. They work at a good pace and with high levels of concentration. They collaborate well, listen to others' views and support each other's learning well. Behaviour observed in lessons was consistently good or better.
- Pupils behave well at other times. In assemblies, pupils gather in a calm and orderly manner. They are attentive and listen respectfully to adults. Pupils are well behaved at break times. Most parents and carers responding to the school's parents' questionnaire believe that pupils behave well. All staff agree that behaviour in school is good. Pupils are kept safe.
- Pupils say they feel safe in school. They are able to talk about their understanding of the different forms of bullying and they know the difference between bullying and other forms of misbehaviour. They report that bullying and any incidents of unacceptable behaviour are infrequent and are dealt with effectively when they occur. Pupils know how to stay safe, for example while using the internet.
- Attendance is in line with the national average. The school works closely with some families to make sure pupils attend school regularly.

### **The leadership and management**

**are good**

- The school, in all respects, has improved immensely since its last inspection due to good leadership. The headteacher and her senior team have established a clear, successful vision for the school and a determined drive to raise achievement which has produced impressive improvements in a short space of time. The headteacher has very clear expectation that this is a school where all pupils will make good and better progress within each year group and during their whole time in school.
- The senior leadership team has a detailed picture of the progress made by pupils, particularly by ability and eligibility for the pupil premium. Pupils' progress is tracked systematically through the collection of information and meetings are held each half term with staff to discuss teachers' assessments and to check if pupils are doing well enough.
- Staff are very clear about what is expected of them and as part of the management of their performance have targets that are linked to all pupils in their classes achieving well.
- Senior and middle leaders ensure robust and regular monitoring of teaching and learning,

targeted support and coaching, and increasingly regular sharing of good practice.

- Pupil premium funding is targeted appropriately to support the progress of eligible pupils and to ensure equality of opportunity. There are detailed arrangements for spending the recently allocated primary sports funding. These focus on improving opportunities for pupils to develop their physical skills and fitness and through providing professional development to improve teachers' expertise.
- The curriculum places appropriate emphasis on the development of literacy and mathematical skills, meeting the needs of all pupils well. A good range of additional activities engages and motivates pupils.
- There is increasing involvement of parents and carers in the life of the school through regular parent assemblies and through special events such as the autumn and Christmas Fayre. The majority of parents and carers feel that their children are happy in school and that they are making progress.
- Strong partnerships with feeder nurseries, primary and secondary schools are used to provide pupils with a range of learning opportunities and smooth transfers. For example, strong community links give the pupils a good understanding of other cultures and religions.
- The local authority has made a valuable contribution to school improvement by providing a high level of support which has both challenged and supported the school, for example, in the training provided for staff, which has resulted in improving the quality of teaching and pupils' outcomes.

■ **The governance of the school:**

- The Interim Executive Board has ensured an effective shadow governing body is in place. The Chair of the Interim Executive Board is providing excellent support and challenge to the school.
  - Members ask challenging questions about the performance of pupils and ensure that resources are provided to help improve teaching.
  - Governors visit the school regularly and gain good first-hand knowledge of the impact of teachers' work. They use their knowledge and understanding of the school to set clear targets for the headteacher's and staff's performance. They ensure that teachers' pay rises are linked to the progress of their pupils.
  - Governors have worked with staff to engage parents and carers more and remain focused on raising the profile of the school within the community.
  - Governors are aware that they do not consult and take into consideration pupils' views, when making strategic decisions.
  - Governors make sure that statutory requirements are met, including those for safeguarding.
  - Governors have a good understanding of how different forms of funding, such as the pupil premium, are allocated, and its impact on the achievement of pupils.
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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

<b>Unique reference number</b>	109970
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	423880

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fiona Craig
<b>Headteacher</b>	Amanda Hough
<b>Date of previous school inspection</b>	26–27 January 2012
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