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Ms Nicky Zeronian-Dalley
Executive Headteacher
St Luke's Church of England Primary School
Linton Grove
London
SE27 0DZ

Dear Ms Zeronian-Dalley

Requires improvement: monitoring inspection visit to St Luke's Church of England Primary School

Following my visit to your school on 25 February 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and Interim Executive Board members are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- formalise longer-term planning to take the school into the next phase of its development.

Evidence

During the visit, I met with you, other senior and middle leaders, a small group of teachers, the Chair and the two other members of the Interim Executive Board, a representative from the local authority and a representative of the Southwark Diocesan Board of Education to discuss the actions being taken to improve the school. I met with a small group of Year 4 and 6 pupils to discuss their work and spoke informally with some parents at the end of the school day. I evaluated your school development and post-Ofsted action plans and reviewed other relevant

documentation. I joined you on a tour of the school visiting all classrooms and the lessons of most year groups.

Context

A new temporary assistant headteacher took up post at the beginning of January 2014 to support improvement in the quality of teaching, focusing particularly in Years 2, 4 and 5. Since the last inspection, the previous temporary assistant headteacher and one teacher have left. A senior leader from the federated primary school is now teaching pupils in Year 3 and an early years educator has joined the Reception class.

Main findings

You and your staff have worked with determination to continue the journey of improvement recognised in the inspection report. Together, you have refocused the school development plan to tackle the issues from the inspection. As part of the review process staff identified that provision for pupils who speak English as an additional language would also benefit from improvement. However, the development plan does not extend beyond July 2014 and the school now needs to formalise its plans for the next academic year and beyond.

Teachers are making better use of data and information from assessment to pitch teaching at the right level, providing challenge and support as needed. Pupils say teachers are motivating them to learn and spoke with pride and confidence about their learning and progress. I saw for myself the better quality of work in books. These and many displays of pupils' work reflect the increased opportunities for extended writing in different contexts. Pupils across the school are reflecting on their work, responding to teachers' comments and checking their progress against their targets. Such insight into their learning is positively impacting on their achievement.

You have worked to review the school behaviour policy with your staff. The policy focusses on the key areas such as pupil's attitudes to learning. Teachers have trialled and refined the policy; this is ensuring consistency and much improved behaviour across the school.

The quality of teaching has continued to improve. You are using work scrutiny to monitor the impact of teaching on pupil's progress and ensure consistency of practice across the school. You are analysing more effectively the results of lesson observations, learning walks and work scrutiny by leaders at all levels to target support and identify areas for improvement. Middle leaders are making the most of the time they now have to monitor their areas of responsibility. However, when they observe teaching they do not focus sufficiently enough on its impact on pupils' learning.

The interim executive board continues to use its expertise well to support the school. It has clarified its monitoring role and is more actively checking the work of the school for itself. Board members are aware of the need to plan ahead for the establishment of a governing body.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

Since the last inspection the local authority and the diocesan board have continued to support the school effectively. They have worked well with senior leaders and the interim executive board to improve the school development plan, so that the interim milestones are clear with stronger links to pupil outcomes. They have supported middle leaders, for example, by providing advice to the inclusion manager and mathematics leader in monitoring and improving their areas of responsibility. Advice from the early years adviser is leading to improvements in the Reception class outdoor area. The local authority has reduced the frequency of the steering group review meetings, reflecting their growing confidence in the school's ability to drive improvement. The federation has also flourished with joint working and sharing of good practice benefitting both schools. A recent joint training day to look at assessment is ensuring greater accuracy in teachers' assessments and improved the effectiveness of feedback to pupils on their work. An externally led three -day 'beyond monitoring' course is helping the deputy headteachers of both schools to be more effective leaders of teaching and learning.

I am copying this letter to the Chair of the Interim Executive Board, the Director of Children's Services for Lambeth, and Southwark Diocese.

Yours sincerely

Angela Corbett
Her Majesty's Inspector