

St Luke's CofE Primary School

Fagley Lane, Eccleshill, Bradford BD2 3NS

Inspection dates	4–5 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads with an effective balance of challenge and support. Staff feel valued and share her high expectations. As a result, pupils make good progress.
- Most pupils reach the standards expected for their ages in reading, writing and mathematics. A good proportion demonstrate a greater depth of knowledge and understanding than is expected.
- Most teaching is highly effective. Teachers frequently check what pupils understand. They give extra help when needed and extra challenge as soon as pupils are ready to move on.
- Pupils feel safe and are safe. Parents and pupils really appreciate the care they receive when life gets difficult because the support really makes a difference.
- Attendance has increased year on year, reflecting the improvement in the quality of teaching.
- The most-able pupils are challenged to deepen their understanding and use their knowledge in different ways.
- Disadvantaged pupils make good progress and the gap between what they achieve and what other pupils achieve continues to narrow. In 2015 a higher proportion of disadvantaged pupils made more than expected progress in reading compared with other pupils nationally.
- A wide range of subjects and activities help to ensure that pupils' personal development is good. Christian values are threaded throughout the life of the school, including learning to respect people of different faiths and different lifestyles.
- The new governing body is highly skilled and uses its talents to support and challenge leaders to continue to drive developments.

It is not yet an outstanding school because

- Early years provision requires improvement. Some children do not make enough progress because teaching is not always effective enough.
- Leaders do not always share information with parents clearly enough or in a timely enough way.
- Some teaching in key stages 1 and 2 is not as good as the most effective.
- Although disadvantaged pupils' attendance is improving it is not as good as the attendance of other pupils.

Full report

What does the school need to do to improve further?

- Improve teaching, learning and assessment in the early years by ensuring that:
 - activities, particularly in the outdoors, are planned so that children rapidly develop their thinking and reasoning, and their reading, writing and mathematical skills
 - adults interact more regularly with children so that they get the best learning opportunities from the activities available
 - children are encouraged to think about how their behaviour affects other children
 - disadvantaged children get the extra support they need to catch up with other children so that they are better prepared for Year 1.

- Improve teaching, learning and assessment so that pupils make outstanding progress by ensuring that:
 - more teaching is as good as the most effective in school
 - teachers consistently use assessment information when they plan lessons and use questions more effectively to clarify what pupils know and understand.

- Develop the way information is shared with parents so that more parents understand leaders' high expectations and get enough time to act on the information provided.

- Make sure the attendance of disadvantaged pupils is at least as good as the attendance of other pupils.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has maintained a clear focus on what needs to be done to ensure that pupils make good progress. She has not wavered from driving through necessary changes to make this happen, even when faced with challenges that may have derailed less resilient leaders.
- Senior leaders have an accurate view of the work of the school. They link pupils' progress to the effectiveness of teaching. They are analytical in their approach to what is working well and what is not as effective. They use this information to plan the next stages of the school's development.
- Senior leaders' work to develop the effectiveness of teaching balances support and challenge. Regular discussions with teachers about all aspects of their work improve standards. Teachers and teaching assistants appreciate the support and focused training they receive.
- Teachers ably lead the development of different subjects. They are improving their skills in these roles and they know that what they do must lead to all pupils achieving higher standards. For example, the physical education (PE) leader is working to ensure that more of the disadvantaged pupils get the benefit of after-school sports clubs.
- Staff recognise, and are proud to be part of, the improvements in the school over the last two years. Equally, the vast majority of parents are positive about the school. A few expressed concerns that were not supported by inspection evidence. However, leaders understand some parents' views about how they share information about developments and events in school, and recognise that they need to improve this aspect of their work.
- A wide range of subjects are effectively taught across the school, including during days when pupils study a particular theme in greater depth. As well as motivating pupils, this approach ensures that pupils learn to be respectful and tolerant of people different from themselves, for example, through the 'Proud to be from Bradford' project. Pupils' personal development is supported by a good range of sports and arts-based activities. Pupils' spiritual and moral development is strong because Christian values permeate throughout the school. Pupils walk to daily worship thoughtfully, preparing themselves to listen and reflect.
- Leaders are rightly proud of the inclusive nature of the school. Pupils who have experienced difficulties in other schools benefit from high expectations, underpinned by sensitive and appropriate support. Pupils with special educational need or disability also benefit from this balanced approach.
- Leaders recognise the benefits of their involvement in the local partnership of schools. Mutual support between schools has good outcomes, for example in developing accurate assessments of pupils' work and improvements in teaching mathematics. Leaders have made wise choices when selecting external consultants to help them judge the effectiveness of their work.
- The local authority has provided effective support for the governance of the school following the previous inspection when it was necessary to establish an interim executive board. Local authority officers have subsequently supported the process of establishing a new governing body.
- **The governance of the school**
 - The newly formed governing body has quickly understood what the school does well and what needs further development. Individual governors have extensive experience in education and so bring knowledgeable challenge to leaders.
 - Governors have a good understanding of their role. They ask appropriate questions about the information leaders provide relating to the standards pupils achieve. They also check the information first hand through regular visits to school. Pupils have attended a governing body meeting, so governors have a clear view of what pupils enjoy and what they want to change.
 - Governors challenge the headteacher's recommendations about teachers' pay progression to ensure proposals are based on robust evidence that teachers meet appropriate targets.
 - Governors check that additional funding, including the PE and sports grant, is used in the right way. They are right to be confident about the use of the pupil premium because the standards disadvantaged pupils reach are getting closer to those of other pupils. They recognise that their plan to spend the current grant needs to have a clearer link to improving these pupils' attendance.

- The arrangements for safeguarding are effective. Leaders make sure that staff are properly checked before they start work in the school and have regularly updated training about all aspects of safeguarding, including in the Prevent duty. Staff make regular and appropriate referrals about their concerns for pupils, and leaders work with external agencies to ensure that pupils are safe and well.

Quality of teaching, learning and assessment is good

- Teaching is effective and leads to pupils making good progress. Most teachers plan lessons that are securely based on different pupils' knowledge and understanding. Throughout lessons, teachers use well-structured questions to check pupils' understanding. They swiftly adapt their plans if pupils are falling behind or are ready to move on to the next step. As a result, a good proportion of pupils are using their knowledge and understanding at a greater depth than expected for their age.
- Some teachers encourage pupils to think about why they made a mistake. This is done supportively and, at times, with appropriate humour. This leads to pupils developing a good understanding of what they are being taught and develops their resilience so that they are not afraid to 'have a go' at answering tricky questions.
- Teachers have quickly developed their skills in using a new assessment system. Leaders' support has ensured assessments are accurate and reflect current expectations of what pupils can achieve in reading, writing and mathematics.
- Work in pupils' books shows that most-able pupils receive feedback that stretches and challenges them. This includes developing mathematical reasoning skills and greater fluency and maturity in their writing.
- Pupils with special educational needs or disability are well supported. Teachers ensure that they plan appropriate work and teaching assistants provide skilful support that does not stifle pupils' independence.
- Leaders recognised that the teaching of mathematics needed to improve. The training teachers have received this year has proved highly effective. Teachers use a range of approaches to ensure that pupils develop good recall of basic number skills and can apply them in different ways. A wide range of resources are used by pupils to ensure that they fully understand the concepts they are learning.
- Leaders' well-considered approach to teaching writing has motivated pupils to read a wider range of books, as well as raising the standard of writing. High expectations for writing in all subjects, both in content and presentation, mean that pupils have ample opportunity to develop all aspects of writing.
- Some parents expressed concerns about the amount of homework set, especially for younger pupils. Inspectors sampled a selection of homework and the system the school uses. Pupils are encouraged to select from a range of activities over a period of time and are rewarded for the amount achieved. This approach gives parents a chance to support their child's learning and helps pupils develop their own independent learning skills. For many pupils, this leads to quicker progress.
- While most teaching is effective, not all teachers routinely use the approaches that leaders know work well in their school. Sometimes assessment information is not used well and at times questions are not specific enough.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. High expectations for academic success do not restrict the raft of different opportunities and activities provided for pupils. As a result, they develop into well-rounded individuals, who are considerate and care about other people.
- All pupils are involved in tracking their own personal development through a termly mentoring system. Pupils know their targets and are motivated by the rewards that are available if they achieve the high standard expected. Staff are sensitive in ensuring that effort and attitude are rewarded as well as achievement.
- The work of the pastoral team is very effective. Their work with individual pupils and groups covers a wide range of issues and supports their emotional well-being and mental health.

- Pupils are being well prepared to be good citizens. For example, school council members did not approve of the way some pupils played in the adjacent churchyard on the way to and from school. They led an assembly based on showing respect in the graveyard. They were not satisfied by the response and so have written to parents asking them to remind their children how to behave respectfully.
- Leaders ensure that the school is a safe place and that risks are managed safely, while not placing unnecessary restrictions on pupils' activities. Pupils learn to keep themselves safe online and when out of school. They say work with the police on personal safety helps to prepare them for their move to secondary school.

Behaviour

- The behaviour of pupils is good. Effective teaching results in pupils who are keen to learn.
- When moving around school, pupils are polite and courteous. They enjoy playtimes because they get on well together. Pupils learn to manage 'falling out' within friendship groups. The very rare incidents of bullying or derogatory name-calling are dealt with in a timely and effective way by staff.
- The pastoral team is skilled in ensuring that pupils learn to manage their own behaviour and get the support they need, for example when they feel they cannot control their own anger.
- Attendance has improved year on year for the last three years, and is continuing to improve. Rates are currently above the national average for 2015. Leaders' work with families of pupils who are persistently absent is effective for most. The attendance of very small number of pupils with special educational needs or disability varies year on year, depending on their medical needs. Disadvantaged pupils' attendance is relatively low and is not improving fast enough.
- Occasionally pupils 'switch off' when teaching is less effective, but inspectors saw no evidence of any disruptive behaviour.

Outcomes for pupils

are good

- Overall, the current outcomes for pupils are good, reflecting improvements to teaching and learning. A good proportion are working at the standard expected for their age and the proportion who are working at a greater depth of understanding than expected for their age is increasing. Progress for all groups of pupils in reading, writing and mathematics is good.
- Pupils in Year 6 are on track to achieve good outcomes. Work in pupils' books confirms teachers' assessments that most pupils, including the most able and disadvantaged, are on track to exceed the amount of progress the school expects.
- Pupils in Year 2 have made rapid progress this year. The school's information shows that they started the year at a much lower level than they should have after making slow progress in Year 1.
- Current Year 1 pupils are on track in all subjects. A much higher proportion of pupils are on track to reach the expected standard in phonics this year, reversing the poor outcome in phonics in 2015.
- From their individual starting points, pupils with special educational needs or disability, in all year groups, are making good progress in reading, writing and mathematics, as well as good progress in their personal development.
- Year 6 pupils are well prepared for the next stage in their education because their skills in reading, writing and mathematics will help them meet the demands of secondary school.
- Current progress in the early years is not always strong enough. Disadvantaged children are not making the progress they should. As a result, too few children are expected to achieve a good level of development at the end of this year and so will not be fully prepared for the work in Year 1.
- Previous outcomes for pupils have been varied. Leaders' detailed analysis of the underlying causes of the dips and their effective actions have led to positive changes and developments.

Early years provision

requires improvement

- Leaders have secured improvements in early years provision since the previous inspection, particularly in the range of activities and resources available to the children. However, their actions have not had the same positive impact as in other areas of the school. Further developments are planned for September.

- Generally, children start in Reception class at a level of development that is typical for their age. However, this can vary from year to year. In September 2014, children started at a level of development above that typically found and in September 2015, children started generally below the level of development typical for their age.
- Current children, from their different starting points, do not always make fast enough progress. Adults do not give sufficient focus to the additional support disadvantaged children need to catch up and achieve a good level of development.
- Teaching does not always provide enough challenge or focus on specific areas of learning to secure the necessary progress. Teacher-led activities are more effective than child-led activities. This is because adults do not intervene enough with questions or by modelling learning or thinking, particularly during outdoor activities that children choose for themselves.
- The majority of children have responded to the ethos of the school and are developing into kind, thoughtful children who are keen to learn. However, some children have not received the support they need to manage their behaviour. At times, they use equipment inappropriately and do not show enough consideration for other children's feelings. In these situations, staff intervene but they do not encourage children to think about the impact their actions have on others or suggest different choices they could make.
- Children are safe and all welfare requirements are met. Parents are positive about the provision because their children are happy. Leaders ensure that they collect a good range of information from parents and the child's previous setting to ensure they settle quickly in school.

School details

Unique reference number	107305
Local authority	Bradford
Inspection number	10011960

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Gill Evans
Headteacher	Sarah Horsbrough
Telephone number	01274 639374
Website	www.stlukes.bradford.sch.uk
Email address	office@stlukes.bradford.sch.uk
Date of previous inspection	13–14 March 2014

Information about this school

- St Luke’s is smaller than the average primary school and is voluntarily controlled by the dioceses of West Yorkshire and the Dales.
- The proportion of disadvantaged pupils (those pupils for whom the school receives additional funding, the pupil premium, because they are eligible for free school meals or because they are looked after by the local authority) is above that typically found in primary schools.
- The majority of the pupils are from White British backgrounds, with a higher proportion of pupils from Pakistani and White/Asian backgrounds than found nationally.
- A lower than typical proportion of pupils require additional support for their special educational needs or disability, although a higher proportion of pupils than typical have statements of special educational needs or education, health and care plans.
- Since the previous inspection, the leadership team has been joined by an assistant headteacher and four new teachers have joined the school.
- An interim executive board (IEB) replaced the previous governing body in August 2014 following a direction from the Department for Education. A shadow governing body worked alongside the IEB and was formally constituted as the school’s governing body in April 2016.
- The early years provision is the Reception Class and children attend full time.
- The school runs a breakfast club and an after-school club.
- The school meets the government’s floor standards, which are the minimum expectations for pupils’ attainment and progress in English and mathematics by the end of Year 6.

Information about this inspection

- Inspectors visited every class in school during the inspection. Some of the visits were joint visits with senior leaders. Inspectors reviewed pupils' work in their books with senior leaders.
- Inspectors met with senior leaders, middle leaders, teaching assistants, the chair and vice-chair of the governing body and two other governors. Meetings were also held with a representative from the local authority and the school's external consultant.
- Parents' opinions of the school were taken into account. Inspectors considered the 100 responses to the school's recent survey of parents, 22 responses on Parent View (Ofsted's online survey) and 19 free-text comments recorded on the survey. They also spoke informally with parents as they arrived at school with their children.
- Inspectors considered 21 responses to the pupils' online survey, and spoke with pupils during lessons, at playtime and more formally in two meetings.
- Inspectors considered 10 responses to Ofsted's online staff survey.
- A range of documents relating to all aspects of the school's work were reviewed, including records relating to safeguarding and behaviour, teachers' assessments of pupils' work and minutes of the governing body's meetings.
- During the inspection, Year 5 pupils were out of school on both days attending a residential activity and Year 6 pupils undertook an educational visit on the second day.

Inspection team

Susan Hayter, lead inspector

Melissa Milner

Her Majesty's Inspector

Ofsted Inspector

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