

St Luke's Church of England Primary School

Inspection report

Unique Reference Number	100618
Local Authority	Lambeth
Inspection number	276349
Inspection dates	10–11 January 2006
Reporting inspector	David Marshall

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	4–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr John Brierley Mrs C Mitchenall
Date of previous school inspection	Not previously inspected
School address	Linton Grove London SE27 0DZ
Telephone number	02088670 1981
Fax number	02088670 0600

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

St Luke's is an average size, voluntary aided, Church of England primary school. Pupils' attainment on entry to the school is below average. Of the full-time pupils a large majority come from minority ethnic backgrounds. A higher than average number of pupils speak English as an additional language. The number of pupils claiming free school meals is also above the national average. The number of pupils with learning difficulties, and the number of pupils joining and leaving the school, is more than expected in a school of this size. In the last two years, two teachers have left the school and four have joined.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

Use the school's current effective systems for sharing best practice to increase the percentage of good teaching.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Overall, teaching and learning are satisfactory with some good features. There are variations between lessons and there is inconsistency of approach in some classes. The school recognizes through its good monitoring systems that although many lessons are good, there is some unevenness in the quality of teaching and is addressing the issue well. Most teachers use their good subject knowledge to make lessons interesting and give pupils the opportunity to learn independently. In the better lessons, which are consistently good for the older pupils, teachers vary their approach. They have high expectations of what pupils can achieve and move their lessons along at a good pace encouraging pupils to think for themselves. This stability of provision has led to the consistently good achievement over the last few years. A good example was seen in Year 6 where pupils were encouraged to empathise with the character they were reading about and to write a letter of complaint as though they were that person. Throughout the school pupils know that their ideas are valued and the very good displays in the classrooms and around the school celebrate their achievements. However, in a few lessons for younger pupils time is not used well and pupils are left sitting listening on the carpet for too long and so their concentration wanes. As a result, progress though satisfactory, is less rapid than elsewhere. Basic skills are taught well. Most lessons are well prepared and although little use of ICT was seen during the inspection, the use of resources, such as the interactive whiteboards, aroused pupils' interest well. Support staff work very effectively with pupils with special needs and they frequently support others. They make an important contribution to the good progress which pupils make.

Curriculum and other activities

Grade:

The school provides a good curriculum that is very well enriched by visits and extra-curricular activities. Workshops and focused weeks allow teachers to develop subjects in depth and become more creative. This is seen in the art weeks which the school has held for the last three years. Pupils enjoy these and are keen to work towards the 'arts mark' award. The curriculum in the Foundation Stage has improved since the previous inspection. In Years 1 to 6, all subjects of the national curriculum are taught and statutory requirements are met. Enrichment activities, such as 'black history month,' visits and visitors are particularly strong features that support

teaching in many subjects. Each year, Year 5 visits a residential education centre to study a contrasting locality. As a result pupils enjoy their lessons, as one said, 'lessons are interesting and fun.'

Care, guidance and support

Grade:

The staff provide very good support and guidance for the pupils through their day-to-day care. Parents speak highly of this aspect of the school's work. Staff and pupils value and respect each other. Pupils are given good opportunities to learn about a wide range of topics, including safety and relationships. The successful introduction of 'fuss busters' and 'peer mentoring' which are run by older pupils are welcomed by their peers and they understand that these initiatives are there to help and support them. The school council also provides pupils with a voice and they have recently successfully negotiated changes to the school dinner menu with the catering company. The school ensures the health and safety of its pupils. There are good procedures for risk assessment and effective child protection arrangements. They support vulnerable pupils sensitively and there are very good links with external agencies. Pupils' academic and personal development is rigorously monitored and their progress is very carefully tracked to check that their academic targets are being achieved. Those who have learning difficulties, are gifted and talented or have English as an additional language are supported well.

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection**

Not long ago we came to your school to see how you were getting on and whether there was anything we could suggest that would make the school better. You made us very welcome and we enjoyed meeting you. Thank you and well done!

We were with you for two days. That was long enough for us to realise that St Luke's is a good school. One of the reasons that most of you make good progress in learning now is because you enjoy coming to school so much. We particularly enjoyed visiting you in the classrooms and seeing how hard most of you were working. You also get on well with others. There were lots of other things that we liked. Here are a few:

- you take responsibility for your own behaviour and your behaviour really improves from year to year.
- all the different people working at the school do their best to look after you
- you are able to be as independent as possible and take responsibility for your own actions

The only thing we felt would make the school even better would be if all the lessons were as good as some of them are. This would mean that you could all make even better progress and learn even more.