



# St Luke's CofE Primary School

## Inspection Report

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**Unique Reference Number** 105930  
**LEA** Salford  
**Inspection number** 277445  
**Inspection dates** 6 February 2006 to 7 February 2006  
**Reporting inspector** Mr George Crowther CfBT Lead Inspector

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

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<b>Type of school</b>	Primary	<b>School address</b>	Eccles New Road
<b>School category</b>	Voluntary controlled		Salford
<b>Age range of pupils</b>	3 to 11		Lancashire M5 5NX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 736 3455
<b>Number on roll</b>	152	<b>Fax number</b>	0161 921 1804
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev Archer
<b>Date of previous inspection</b>	1 November 1999	<b>Headteacher</b>	Mrs K Partridge

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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

St Luke's is a smaller than average primary school that serves an area of considerable social disadvantage. Children's attainment when they start school is below average and, for some, very low. A high proportion of children are eligible for free school meals. The proportion with learning difficulties and/or disabilities is about average. A few children are from minority ethnic heritages and eight are at the early stages of learning English. The headteacher and deputy headteacher were appointed in September 2005.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with a number of good features, but it is not yet as effective as its own evaluation suggests. It is working successfully through a period of considerable change in leadership and staffing. There are weaknesses in some aspects of children's progress, but new leadership has the commitment and means to bring about improvement. The school provides satisfactory value for money.

Children make good progress from joining the school to Year 2. Year 6 national test results have shown weaknesses in progress from Year 3 to Year 6, particularly in mathematics. The current Year 6 children are making satisfactory progress. Children of all abilities and backgrounds generally make similar progress, though more able children are not always challenged sufficiently.

Children's personal development is good. They like being at school and say their teachers make lessons interesting. They have positive attitudes to learning and their behaviour is good, reflecting good standards of care, guidance and support. Attendance is too low.

Teaching and learning are satisfactory. The curriculum is well planned, with a particular strength in the wide range of extra activities that enliven learning. Children do well in the Foundation Stage because the provision is good.

Leadership and management are satisfactory. The headteacher, well supported by a committed staff team, has made great strides in a fairly short time. The school knows it needs to make better use of information about children's progress, and about the quality of learning in lessons, to identify and tackle weaknesses. The school's evaluation of its own work is satisfactory. Improvement since the last inspection has been good because standards have risen in both English and mathematics.

### What the school should do to improve further

- Improve children's progress in mathematics during Years 3 to 6, particularly for the more able.
- Increase the proportion of lessons where teaching and learning are good.
- Make better use of the growing information about children's progress to identify and tackle potential underachievement.
- Improve attendance for the small number of children who are absent too often.

## Achievement and standards

### Grade: 3

Across the school, children's progress is satisfactory. Standards in the current Year 6 are average. Children's attainment when they start school is below average and, for some, very low. Children do well in the nursery and Reception classes and, by the time they join Year 1, standards are just below average. The results of national tests at the end of Year 2 are about average, reflecting further good progress. In Years 3 to 6,

however, progress is variable. The 2005 Year 6 national test results were significantly below average, and particularly weak in mathematics. Measures of these children's progress from Year 3 to Year 6 show that many did not reach the expected standard. Evidence gathered in school reveals that the class contained a high proportion of children with learning and behavioural difficulties, which slowed progress. The current Year 6 children are making better progress and are on track to meet the targets set for them. Nonetheless, progress in mathematics in Years 3 to 6 has weaknesses, particularly for the more able. Children's work shows they often all do the same tasks, and so the work is too hard for some and too easy for others.

Children with learning difficulties and/or disabilities make the same progress as others. The work they do is usually well matched to their needs. Children learning English as an additional language settle into school well. They make satisfactory progress because they are supported effectively.

## **Personal development and well-being**

### **Grade: 2**

Parents feel strongly that the school nurtures children's confidence and enthusiasm for learning very effectively. The children say 'The teachers do lots of different things to make the work exciting', which explains why they like being at school and are keen to learn. Children behave well. Relationships are positive, as seen when Year 2 children thrived on the teacher's praise for their efforts. Children's spiritual, moral, social and cultural development is good because a rich range of experiences, such as the Nationality Weeks, develops children's understanding of themselves and their place in the wider world. Despite the school's determined efforts, attendance is below average because a small number of children are absent too often.

Children develop a strong sense of their own well-being. They know how to make healthy choices in the food they eat and the exercise they take. They say 'You have to pick the best things to eat if you want to be healthy'. Children feel safe at school and they know how to stay safe out of school. Although children are keen to express their opinions, and they say the staff listen, the school is working towards more structured ways to let children have a voice in school affairs. Special responsibilities for the older children, such as Year 6 reading with Year 2, give them an understanding of contributing to the community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall and good for the younger children. Lessons are planned carefully. Teachers' skilful management of children's learning is a strong feature of most lessons. Where teaching is good, lessons are lively and interesting, and the children work enthusiastically, as seen when Year 3 were writing instructions for a treasure hunt. The good pace of the learning keeps the

children on task. Where teaching is only satisfactory, whole-class sessions last too long and the pace of learning suffers. Some children begin to lose interest. Tasks do not provide enough challenge for some children, particularly the more able. The good skills of teaching assistants are not used well enough.

Teachers assess children's learning in lessons, which helps them to decide what needs to be taught next. The use of targets to help children focus on the next step in learning is developing, but is inconsistent. The best marking of children's work, particularly of their writing, is sharply focused on the next step in learning, but this is not the case in all subjects. A system of more formal assessments, recently put in place, keeps a track of children's progress over time. The school is only just beginning to make full use of this information to identify children who may not be doing as well as they could.

## **Curriculum and other activities**

### **Grade: 2**

A good curriculum meets the needs of all children, including those with learning difficulties and/or disabilities and those learning English as an additional language. Good planning ensures that, in most subjects, children build their skills and knowledge step by step. For example, much improved provision for information and communication technology (ICT) has led to an improvement in standards since the last inspection. Good community links make a significant contribution to learning, such as visits to St Luke's church and to places like the Lowry Centre.

Many other activities outside lessons enrich the curriculum, including booster groups for literacy and numeracy, chess and sports clubs. Children recently attended a performance of *I see no ships* and learnt much about the battle of Trafalgar. Visiting nurses promote health and safety and 'Freddie Fit' leads a series of activities contributing towards children's personal and physical skills. The school organises Nationality Weeks regularly, which focus on different cultures. Children value these highly and they go a long way towards promoting good race relations as well as learning.

## **Care, guidance and support**

### **Grade: 2**

Parents are rightly pleased with the high quality of care for their children. As one parent put it, 'The school is like a home from home'. Child protection procedures are good because staff are well trained and vigilant at all times. Arrangements to support vulnerable and looked after children are thorough, complemented by effective links with outside agencies. Procedures for health and safety, fire and first aid are good. Children receive helpful advice about safety through the Crucial Crew initiative, Kerbcraft and cycle training.

Children with learning difficulties and/or disabilities achieve as well as others through good adult support. Targets set for these children's learning are effective, such as through 'My target tree'. All children's academic progress is monitored regularly and the use of this information to ensure good achievement is improving. Children's awareness of learning targets and how to improve varies across the school.

## Leadership and management

### Grade: 3

Leadership and management have guided the school successfully through a period of change. They have sustained a positive environment for learning, high levels of care and children's good personal development. The headteacher was appointed at a time when the results of Year 6 national tests dipped to an all-time low, casting doubt on the effectiveness of the school. Since then, with the enthusiastic support of the staff team, the school has correctly identified the weaknesses that need to be tackled and set a clear direction for future improvement. Subject leadership has not been strong, but is improving.

The school now carries out effective checks on the quality of its work. For example, a thorough diagnosis of weaknesses in reading led to several strategies to improve children's skills, resulting in higher standards. This shows the school has the commitment and means to improve further. The same rigour has yet to be applied to other subjects and to progress during Years 3 to 6. The school's evaluation of the quality of its own work is satisfactory.

The school meets the needs of children from all backgrounds and of all abilities, though more able children are not always challenged sufficiently. Governors do a satisfactory job. They are very supportive of the school and have a good grasp of its strengths and weaknesses. As yet, however, they have not focused rigorously enough on the children's academic achievement, or on the impact of initiatives in school to raise standards. Financial management is sound and resources are efficiently deployed ensuring satisfactory value for money.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

We visited your school last week to find out if it is giving you the education you should receive. Thank you for making us feel so welcome and for being so helpful when we asked you questions. We enjoyed talking with you, looking at your work and finding out about the things you like doing.

We think there are lots of good things about your school, but we also discovered some ways in which we think your learning could be even better. The things we particularly like are:

- everyone is very friendly and helpful, which makes your school a happy place to be
- you said your teachers make lessons interesting and fun
- you behave well because you listen to your teachers and follow the school rules
- the younger children do well with their work and learn quickly
- your work displayed in the hall about 'The lion the witch and the wardrobe'
- the school cares for everyone and makes sure you are safe
- your parents said they really like St Luke's and the teachers are easy to talk to
- you enjoy the good range of clubs and activities outside lessons.

We would like you to work with your teachers to improve the way you learn.

- We think the children in Years 3 to 6 could be doing better with their maths work so we have asked the teachers to make sure lessons are really challenging - you will have to continue to work hard.

- In some lessons, you do not get as much done as you could. We have asked your teachers to make sure you work quickly and get a lot done.

- We want your teachers to find out more about how well you are getting on so that, if you are not doing as well as you could, they will help you to improve.

Thank you for helping us so much with the inspection of your school. We both hope you will carry on enjoying learning and helping your teachers to make St Luke's a good place to be.