



St Luke's Church of England Primary School

Inspection Report

Unique Reference Number 116318
LEA Hampshire LEA
Inspection number 279790
Inspection dates 7 December 2005 to 8 December 2005
Reporting inspector Peter Thrussell AI

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

Type of school	Primary	School address	West Beams Road
School category	Voluntary controlled		Sway
Age range of pupils	4 to 11		Lymington SO41 6AE
Gender of pupils	Mixed	Telephone number	01590682431
Number on roll	196	Fax number	01590682936
Appropriate authority	The governing body	Chair of governors	Mrs J Scotts
Date of previous inspection	12 June 2000	Headteacher	Mrs Rachel Goplen

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

St Luke's Church of England Primary School is a smaller than average school set in the New Forest village of Sway. Pupils are mostly of British white background; all have English as their first language. The proportion of pupils entitled to free school meals is well below average. The number of pupils with learning difficulties is just above average for this size of school. Children start school with above average knowledge and skills.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

St Luke's is an improving school that is satisfactory. Pupils are well cared for, feel safe and enjoy coming to school. Their personal development is good. Many opportunities are provided for pupils to work and play alongside each other. This helps to foster good relationships, the care they show for each other and their good behaviour. Children receive a good start to their education in Reception. They make good progress and many are on target to exceed their expected learning goals. The quality of teaching and the curriculum throughout the rest of the school is satisfactory. Until recently, pupils have not been making sufficient progress in their learning and consequently standards declined after the previous inspection. Strong measures have been taken that are improving the quality of teaching and enabling all pupils to make satisfactory progress. Effective systems have been put in place to check this progress and to set challenging targets for pupils to work towards. Many pupils know their targets and are keen to reach them. The new head teacher has quickly identified weaknesses in the school and taken immediate measures which have led to significant improvements. She is well supported by an informed governing body. The school knows that these improvements are at an early stage. Hence, although improvement since the previous inspection is unsatisfactory, recent well planned and monitored developments, and a strong determination, show that the school is well placed to continue making progress. The school provides satisfactory value for money.

What the school should do to improve further

* Continue to raise standards and achievement, particularly in mathematics and writing.
* Improve the quality and consistency of teaching and learning.

Achievement and standards

Grade: 3

Pupils achieve broadly average standards in the national tests in Year 2 and Year 6. However, this reflects unsatisfactory progress given the pupils' good starting points, and consequently the school has missed its targets. There has been a marked improvement since the arrival of the new headteacher. She has taken immediate and effective steps such that achievement is now satisfactory. This is demonstrated in pupils' work and in teachers' records using the new pupil-tracking system. For instance, following a review and an improvement in planning and assessment procedures, children in Reception are now making good progress. The pupil-tracking systems are being used effectively by teachers and support staff in Years 1 to 6. Pupils who were underachieving have been identified and given extra support. This has led to them making up lost ground, and they too are making satisfactory progress. The 'Intensifying Support Programme' adopted by the school, focused on mathematics and writing, is proving to be effective. Pupils with special learning needs, with recently improved provision, now make good progress in meeting the realistic, individual targets set for them. Pupils in Year 6 are on track to meet the school's challenging 2006 targets.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and have positive attitudes which is shown by their good attendance. Relationships throughout the school are positive, and a secure, caring environment supports learning well. Pupils are friendly to visitors and have positive attitudes to their work. Spiritual, moral, social and cultural development is good and consequently pupils develop a strong personal sense of responsibility. Assemblies provide good opportunities for pupils to reflect and develop a sense of wonder. Visits to different places of worship give pupils a good insight into the lives of others. Behaviour is good overall and excellent in assemblies. Occasionally it falls below these high standards when lessons do not fully engage all pupils. Pupils say they feel safe and free from harassment and bullying. On the rare occasion when inappropriate behaviour occurs, it is dealt with quickly and fairly. Pupils understand the importance of adopting healthy lifestyles. Consultations with them have resulted in changes to menus provided by the kitchen and fruit only snacks at break-times. They participate enthusiastically in the school council, are proud of their school and their influence in bringing about improvements, such as better playground equipment and toilets. Older pupils take responsibility for younger pupils, for example, in the care they show for them at playtimes. They express themselves clearly, know how to influence decisions, and are developing social skills that will be valuable to them in later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching is consistently good in the Reception class and Years 5 and 6, and satisfactory overall. In some lessons, the teaching lacks pace, learning objectives are not made clear and activities are insufficiently matched to the needs of particular groups. In the best lessons, teachers vary their approach, have high expectations of behaviour and application, and encourage pupils to work independently. In a mathematics lesson in Year 6, pupils rose to the challenge of creating conversion graphs, working constructively with each other to pose their own problems and find solutions. Teachers prepare lessons thoroughly and are beginning to make greater use of information and communication technology (ICT) to enhance learning. Support staff work effectively with pupils who have learning difficulties. Teachers mark pupils' work conscientiously. In Years 5 and 6, perceptive comments guide pupils on how to improve, and provide additional challenge to encourage independent learning. New assessment systems have had an impact on teachers' planning for the subsequent learning of different groups of pupils.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum. Through more careful planning, it is now meeting more fully the learning needs of all pupils, including those who are more able and those who have special learning difficulties. The focus on improving literacy and numeracy skills has detracted from developing fuller links between subjects, where these and other skills can be used and developed to greater purpose. The school is, however, beginning to work on this area. Many enrichment activities, including a wide range of clubs, add further interest and enjoyment to pupils' learning. A sports partnership encourages pupils' physical well-being. Particularly good provision for music was evident during the inspection. The school orchestra provided an enthusiastic and enjoyable accompaniment to carol singing. The extensive school grounds are used well to support learning. The school's participation in village activities, such as the carnival, provides pupils with good opportunities for community involvement.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pupils say they are well looked after and parents agree. Staff and pupils value and respect each other. Pupils express confidence in their teachers and support staff, knowing that any problems they face will be dealt with fairly. Throughout the school, staff know pupils well and provide them with good personal support and guidance. Arrangements to safeguard pupils are secure. Health and safety arrangements are good. Child protection and welfare procedures are thorough and staff are well informed of these. The school supports vulnerable pupils and those with learning difficulties sensitively. Procedures for risk assessment are well established and the school seeks outside advice whenever needed. There are now effective systems in place to track and improve academic progress. Pupils have targets for improvement, which many know and are keen to reach.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The recently appointed headteacher, ably supported by her new deputy, are providing strong leadership. The school's self-evaluation provides an accurate picture of the school, and shows a strong capacity to bring about improvement. The head teacher has taken immediate and effective measures to raise standards, and to improve the quality of teaching and learning and pupils' behaviour, whilst maintaining the caring and friendly ethos of the school. Until her appointment, improvement since the last inspection was unsatisfactory. Standards had fallen and whole school assessment procedures were ineffective. The school has been particularly effective in developing the role of support staff to lead and improve the provision for special educational needs and information and communication technology. However, because of recent staff changes the subject leader role is only satisfactory. The role of the governing body has developed well since the appointment

of the new head teacher, and is satisfactory. Governors are kept well informed, know the strengths and weaknesses of the school and are gaining the confidence to question its work. They, along with parents and children, have contributed well to the school's self-evaluation. Finances are carefully managed and well focused on school improvement. Although a number of parents are rightly concerned about their children's progress, they nevertheless show good support for recent changes. This is summed up by one parent who strongly believes that 'procedures are being put in place, with the new head teacher, to drive improvements'. The school provides 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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	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

How well do learners achieve?	3	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

I am writing to let you know what we found out when we visited your school. Thank you for taking part in the inspection. We spoke to many of you during our visit and you were always interesting to talk to, polite and helpful. You spoke enthusiastically about enjoying school and all the things you take part in, particularly the clubs and visits that the school organises for you. We liked these things the most:

* You behave well and enjoy school. * The school is very caring and listens to you. * You are proud of your school and the opportunities it gives you to join in making it even better. * Pupils who need extra help are well supported. * You understand about healthy lifestyles. * The school provides many exciting things for you to do outside of lessons. * Your head teacher is making important changes to help you do better in your work.

We have asked the school to work on these things now: * Continue to challenge you in your work so that you always do as well as you can. * Work to make all of your lessons as good as possible. Thank you again