

St Luke's CofE Primary School

Inspection report

Unique Reference Number	101134
Local Authority	Westminster
Inspection number	307597
Inspection dates	16–17 October 2007
Reporting inspector	Paula Protherough

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	5–11
Gender of pupils	Mixed
Number on roll	
School	164
Appropriate authority	The governing body
Chair	Mrs Abby Howe
Headteacher	Mrs Barbara Dunn
Date of previous school inspection	22 April 2002
School address	Fernhead Road London W9 3EJ
Telephone number	020 7641 5855
Fax number	020 7641 5827

Age group	5–11
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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. It serves an area of considerable social and economic disadvantage with over half of the pupils entitled to free school meals. There is a rich ethnic mix with over 90% of pupils from minority ethnic backgrounds. The largest groups are Black Caribbean and Black Other. Over half of the pupils speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities and statements of special educational needs are similar to national figures. The school has been through a turbulent period in recent years particularly in relation to staffing.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13(3) of the education act 2005 HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to standards and achievement, the quality of teaching and the behaviour and attitudes of pupils.

The school's performance has declined since the previous inspection. Standards at the ages of seven and eleven are too low and have been for some time. Excellent teaching in the Year 6 class helps the pupils make up some lost ground in English, but results in mathematics and science remain too low. Overall, teaching is inadequate. The frequent changes of staff in recent years have made it difficult to establish consistent approaches to teaching and learning. As a result, pupils have not made the progress of which they are capable. Although the leadership team tracks pupils thoroughly to identify those at risk of underachieving and sets suitably challenging targets, the teachers do not always put this information to good use. Consequently, work is not always well matched to the individual needs of the pupils. Teachers' day-to-day assessment and marking are inadequate in many classes and do not tell pupils how to improve their work.

Inconsistency of adults' expectation has also had a significant impact upon the pupils' all round development. Although many pupils are polite, friendly and behave well, a significant minority demonstrate less positive attitudes. Some of these show little respect for adults and others misbehave in lessons and disturb the learning of their classmates. A new behaviour policy is a step in the right direction. There has been a reduction in the number of recorded incidents of bad behaviour. However, all staff do not yet consistently enforce the policy.

There are clear signs of recovery. The headteacher and her acting deputy have a secure grasp of what to do next. They have made rigorous, honest evaluations of the school's past and present performance and devised an appropriate plan for improvement. Several initiatives are already bearing fruit in key areas such as attendance and the rising standards in literacy at the end of Key Stage 2. Similarly, new appointments have improved provision in the Foundation Stage, which is now providing children with a good start to their education. The school is working successfully to build its relationship with parents and carers and has quadrupled the numbers that now attend parent-teacher consultations, albeit from a very low base. There are improving links with the community and good use is made of specialist advice from other agencies such as the LA. The significant improvements made recently show that the school has satisfactory capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

The children in the Reception class have a positive start to school life in a stimulating, well-ordered environment. Enthusiastic, committed adults provide an exciting, creative and well-planned curriculum that successfully covers all six areas of learning. Children feel safe and well cared for because they are well looked after. There is a good balance of both indoor and outdoor play to support their learning. These activities promote the love of learning and children respond with great enjoyment because teaching matches their needs. Most children join the school with standards that are well below those expected for their age, particularly in relation

to early language and communication and early literacy and mathematical skills. Although they make good progress during the Reception year, their attainment is still below the levels expected in mathematics and early writing skills when they enter Year 1. Detailed, meticulous observations of the children's progress help staff plan the next steps in their development. Parents are involved with their children's education and are very happy with their progress.

What the school should do to improve further

- Raise standards and improve progress for all pupils in English, mathematics and science.
- Improve the quality of teaching so that it meets the needs of the pupils and promotes enjoyment of learning.
- Improve the behaviour of pupils in lessons and around the school through consistent application of the agreed behaviour policy.

Achievement and standards

Grade: 4

Recent improvements to Foundation Stage provision are accelerating children's progress, especially in relation to their social and communication skills. However, few are currently on course to meet the goals expected of five-year-olds because they are starting from levels that are much lower than are usually found.

Throughout the school, pupils' progress is erratic and they have not achieved well enough in recent years. This is reflected in low standards at Years 2 and 6 in English, mathematics and science. There are some signs of improvement. For instance, effective tracking of progress and more rigorous target setting is now helping the school to identify all pupils who are at risk of underachieving. Thus, in 2007, booster support for the more able helped to raise the number of pupils achieving higher levels in English, mathematics and science. This year, 'catch up' programmes have been identified for other groups of pupils. For instance, the new special needs co-ordinator has devised appropriate support programmes for pupils with learning difficulties and/or disabilities. There are similar plans to raise the performance of pupils who speak English as an additional language. Although these initiatives are at an early stage of development, they are positive indicators of a new and systematic approach to improve the achievements of all groups of pupils.

Personal development and well-being

Grade: 4

Pupils say that they enjoy school and, when talking in small groups and individually, many are polite, and courteous. However, the behaviour of a significant minority of pupils shows lack of respect or consideration for others. This occasionally disrupts learning or leads to tensions when pupils are at play. The school council enthusiastically contributes ideas for improving the school and last year acquired new games equipment in the playground. However, overall, pupils have insufficient opportunities to take responsibility in lessons and around the school.

Pupils have a basic knowledge of how to keep healthy with good involvement in a wide range of sporting activities provided by the school and the local community. Recent actions to improve attendance have been successful and figures are now close to the national average. Many pupils make contributions to the community through fund raising activities and have a sound awareness of the diversity of cultures that surrounds them. However, the low level of pupils' basic skills means that few are adequately prepared for the challenge of secondary education.

Quality of provision

Teaching and learning

Grade: 4

Teaching is inadequate because of inconsistent approaches to promoting learning and the management of behaviour. Too often, work does not match the learning styles of the pupils because teachers talk too much and expect pupils to listen passively rather than engage in interesting activities. There are insufficient opportunities for pupils to show what they know because they have to put their hands up rather than discuss their answers with other pupils or give a group response. As a result, pupils become frustrated and distracted, and behaviour deteriorates. Some lessons are slow because inattention, low-level disruption and disrespect for adults are not dealt with swiftly, or firmly. Inspectors' analysis of pupils' books and folders also revealed that in some classes, where work is unmarked, pupils lose interest and cease taking pride in the content and presentation of their work.

There are pockets of better practice such as in Foundation Stage and Year 6. Here and in better lessons elsewhere, pupils show that when they have a sense of purpose and are actively engaged in their learning they can concentrate, work collaboratively and behave well.

Curriculum and other activities

Grade: 3

The curriculum provides a reasonable range of learning opportunities to meet the needs and interests of pupils. The new information and communication technology (ICT) suite and interactive whiteboards in classes have improved opportunities for pupils to develop their skills in the use of new technology. The strengths of the curriculum lie in the educational visits within the local area and residential visits to provide first-hand learning experiences. Curriculum enrichment through specialist visitors and after-school activities are received with great enthusiasm. Pupils behave better in these more flexible and creative sessions and they enjoy music and sport. Involvement with the community supports the curriculum with projects that include the Paddington Arts Centre, Notting Hill Carnival and a Business Enterprise Day.

The taught curriculum has a suitable emphasis on the development of the core skills of literacy and numeracy. Plans to enable pupils to practise and apply these skills in other subjects remain at an early stage of development.

Care, guidance and support

Grade: 4

Pupils are safe and secure during their time at school. Those who spoke with the inspectors said they feel safe and that adults listen to their views and take care of them. They also said that there can be occasional bullying, but that this is dealt with swiftly by senior staff. However, the overall quality of social and academic guidance provided for pupils is inadequate. The school's behaviour policy is not applied consistently so pupils are not always clear what is expected of them. Bad behaviour sometimes goes unchecked, whilst approaches to rewarding good behaviour lack consistency. Although the leadership team tracks in detail the academic progress made by individual pupils and each year group, the use made by teachers of this information varies widely. Too often, pupils are unclear about what they have achieved, what they need to be learning next and how they will know when they have succeeded.

Leadership and management

Grade: 3

The school's effectiveness had deteriorated after the last inspection, but it is now improving. The leadership team of headteacher and acting deputy headteacher have made an accurate diagnosis of the school's performance, and have successfully taken the first steps towards improvement. Until very recently, they have shouldered too much of the work because there have not been the permanent staff necessary to develop middle management and support curriculum development. Recent appointments to support the Foundation Stage and the provision for pupils with learning difficulties and/or disabilities have improved the situation, but the school still lacks a co-ordinator for mathematics.

The leadership team has a clear vision and plan for the future. Its evaluation of standards and the quality of teaching across the school is accurate and the actions taken have improved provision in some classes, but not all. The governing body works closely with the leadership team and understands those areas where it can help move the school forward, for instance, in supporting community links and challenging the level of pupils' achievements. The school is making good use of the extensive support provided on many fronts from the LA and also the support from the London Diocesan Board for Schools, especially in relation to staffing.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	4

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

Text from letter to pupils explaining the findings of the inspection

12 November 2007

Dear Pupils

Inspection of St Luke's CofE Primary School, London, W9 3EJ

Thank you for welcoming us when we came to inspect your school. Many of you said that you like school and this was clear when we spoke with your very keen school council. We could see that there have been some good changes recently such as new playground equipment and better English lessons. The adults in your school keep you safe and you told us all about how to lead healthy lives and your healthy school meals. Your attendance is getting better and many of you seem to enjoy the chance to take part in sporting and musical activities.

However, we think that there are some important improvements that need to be made and we have given your school a 'Notice to Improve'.

1. Too many of you are not making enough progress during your time at school and need to do better, especially in your writing, mathematics and science, otherwise you are going to find it difficult when you transfer to secondary school.
2. Some lessons at your school are exciting and well organised. The teachers get you interested and tell you how to improve your work. We want all lessons to be this good.
3. A few of you are not as polite, kind and considerate as you should be. Sometimes you talk too much in lessons and disturb other people so that they can't work. Occasionally you are rude to other people, even adults. You all need to treat each other with respect and follow the sensible rules on your playground wall.

We think that the people who lead your school know what they need to do to make these things happen, but they need your help. We are sure that you and your teachers can work together to improve your school.

Best wishes

Paula Protherough

Lead Inspector