

St Luke's CofE Primary School

Inspection report

Unique Reference Number	107305
Local Authority	Bradford
Inspection number	309372
Inspection date	11 December 2007
Reporting inspector	Ann Sharpe

This inspection of the school 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 on roll	
School	202
Appropriate authority	The governing body
Chair	Mrs Marie Small
Headteacher	Mrs Joanna Kurasinski
Date of previous school inspection	9 June 2003
School address	Fagley Lane Eccleshill Bradford West Yorkshire BD2 3NS
Telephone number	01274 639374
Fax number	01274 774233

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' personal development and well-being; the quality of teaching and learning; the curriculum, care, guidance and support for pupils; leadership and management; and the effectiveness of the Foundation Stage. Evidence was gathered from the school's self-evaluation, plans for further improvement, nationally published assessment data and the school's own records of pupils' progress over time. Brief observations of lessons in all classes were undertaken. Discussions were held with staff, pupils and the chair of governors. Questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in detail, and the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included, where appropriate, in this report.

Description of the school

Almost all the pupils at this average sized school are White British, but a few are from a range of minority ethnic backgrounds. The proportion entitled to free school meals is average. The proportion with learning difficulties and/or disabilities is average. The headteacher joined the school in September 2006, following the retirement, after long service, of the previous headteacher. In 2006, the school was awarded the Quality Mark from the Basic Skills Agency and in 2007 Investors in People status was renewed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St Luke's Church of England Primary is a good school, providing good value for money. It keeps its vision for following the Christian 'Foundations for Life' in clear view. This is a very happy, caring and welcoming school that is well thought of by parents and carers. Pupils say how much they enjoy all aspects of school life. They even say that they would like to spend more time at school than opening hours allow! The school's strong partnerships with others, particularly St Luke's Church, other schools and local organisations, give pupils a good understanding of how to make a contribution to their local community. These links also enrich pupils' learning in many subjects and help them to make good progress in their personal development.

In the short time since her appointment, the headteacher's good leadership has helped the school to bounce back following a period of great uncertainty created by a change of headteacher. The deputy headteacher has remained a constant and reliable support throughout, enabling revised practices to be introduced positively and smoothly. Together, leaders and managers have created a sense of teamwork and helped other staff to overcome their 'fears of the unknown'. As a result, good teaching and learning enable pupils, including those with learning difficulties and/or disabilities, to achieve well from below average starting points in the Reception class. Most pupils either meet or exceed the challenging learning targets set for them and make good progress across the school. Standards are broadly average by the end of Year 6. The school has been cautious in some evaluations of itself because of the relatively short period it has had to gather the evidence about its performance. Governors are very supportive and ensure that the school meets legal requirements but are not fully involved in its self-evaluation. Nevertheless, the school has pinpointed the right areas for improvement. It has recognised, for example, that pupils, especially boys, do not do as well in writing as they do in reading and mathematics. The clear and firm action taken has already started to bridge the gaps in standards between girls and boys and between reading and writing.

In the last year or so teachers have improved procedures for assessing pupils, so that they can now chart pupils' progress much more robustly. This enables them to know whether or not pupils are on track to meet their learning targets. However, the approach to planning work to reflect the targets and to involving pupils in reaching them is inconsistent. This is because the well thought out procedures are fairly new and not fully embedded in day-to-day practice. Nevertheless, the good quality curriculum and good standard of care, guidance and support for pupils encourage them to become well behaved, sensible and enthusiastic learners who say that they feel safe at school.

Pupils' personal development and well-being are good. Although attendance is average, the school meets its targets and takes a firm line with unauthorised absences. Pupils have a good knowledge of what they must do to be healthy and they thoroughly enjoy taking part in energetic play and sporting activities. The drugs education programme is particularly successful in preparing pupils for potential future dangers. Pupils have a keen sense of how to keep themselves safe, such as when crossing the road and using the Internet. Older pupils remember what they learned about cyber-bullying during a recent anti-bullying week. The school council provides a good opportunity for pupils to become actively involved in the running of the school, planning for improving outdoor play facilities, for example.

The curriculum provides good opportunities for pupils to learn about Christianity and other major world religions. It does not always, however, reflect fully their need to understand that

they live in a culturally diverse society. The keen determination to deal with weaknesses and the proven success of doing so demonstrate that the school has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

When children start in the Reception class, their skills, especially those of boys, are below what is typical for their age, particularly in communication, language and literacy. All children make good progress because of good teaching and learning, and when they start work in Year 1 their skills are broadly typical. Although boys have still not caught up with girls by this time, the school's efforts to accelerate their progress early on, for example in writing, are beginning to pay dividends. Provision for the outdoor curriculum has improved recently, including encouraging boys to enjoy writing as part of their imaginative play. Children's personal, social and emotional development is good. They come to school happily and quickly learn to follow routines, to select activities for themselves or to work closely with adults in small groups of the whole class. The coordinator works closely with other staff to ensure that children learn safely and enjoy whatever they are doing. The school's priority to continue to improve the physical environment and the resources reflects an understanding of the importance of getting all children off to the best start possible. Although the curriculum takes mainly good account of children's varying learning needs, plans for children to learn that they live in a culturally diverse society are too vague to guarantee that they do.

What the school should do to improve further

- Ensure consistent practices in relation to providing work for pupils that reflects their learning targets and to keeping them fully involved in reaching them.
- Ensure that the curriculum provides opportunities for pupils to develop an understanding of multicultural society.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of St Luke's Church of England Primary School, Bradford,

BD2 3NS

Thank you for welcoming me to your school and for helping me by answering all my questions. Representatives of the school council were very polite and patient and I was able to see how much you all enjoy everything about school. I thoroughly enjoyed my day, especially hearing your beautiful singing in assembly and at the after school choir. Your behaviour was good all the time, and I was impressed with how well you listen to teachers and to one another. You know a lot about staying healthy, fit and safe. You obviously learned a lot during anti-bullying week.

Your school is a good school. Your new headteacher has helped everyone to get used to having a different person leading the school. She has moved things along quickly and everyone is pleased with the changes so far. Your teachers and other adults all care about you and work hard to make sure that you do well and are prepared for going to secondary school. Some of you told me how much you like your teachers and enjoy the interesting activities they plan for you, such as the drama workshops with pupils from other schools and basketball coaching with the Bradford Dragons. It is little wonder then, that you make good progress with your learning right through from the Reception class to Year 6.

Your teachers know a lot about what you can already do. They know what they want you to learn next, and give you all targets to aim for. They know, too, when your learning slows down and you need extra help to catch up. I have asked them to make sure that they always give you work that helps you to reach your targets. I have also asked them to tell you more about what else you need to learn in order to reach them. I have also asked the school to make sure that you learn more about people from different cultural backgrounds, because it will help you when you go to secondary school and when you go out into the 'Big Wide World' as adults.

I hope that you enjoy the Christmas celebrations, or have a happy holiday; however you will be spending it.