

# St Luke's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	100618
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	323315
<b>Inspection dates</b>	31 March –1 April 2009
<b>Reporting inspector</b>	David Scott

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	200
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Brierley
<b>Headteacher</b>	Mrs Catherine Mitchenall
<b>Date of previous school inspection</b>	10 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Linton Grove London SE27 0DZ
<b>Telephone number</b>	0208 670 1981
<b>Fax number</b>	0208 670 0600

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

At St Luke's the proportion of pupils eligible for a free school meal is higher than in most schools and the proportion who have been identified as having learning difficulties and/or disabilities is average. Many of these have behavioural, emotional and social learning difficulties, often with particular respect to their speech, language and communication skills. Compared with the national picture, a high proportion of pupils come from minority ethnic backgrounds. Of these, an above average proportion have a home language other than English. The school has provision for the Early Years Foundation Stage through the Reception class. The proportion of pupils joining or leaving the school at other than the customary times of the year is higher than that nationally. The school has achieved the Advanced Healthy School and the Leading Parent Partnership awards.

## 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 Primary School provides its pupils with a satisfactory standard of education. Recently, the school has undergone considerable changes of teaching staff, mainly because of recruitment difficulties. The school's priority during this period has been to establish a shared vision to ensure the care and well-being of all pupils and staff. This has brought about much-needed stability and raised the confidence of staff, parents and carers. As one parent commented, 'At St Luke's there is a welcoming and cheerful atmosphere where the children treat each other with respect and care.'

At the heart of this positive picture is the caring ethos set by the headteacher, enthusiastically supported by the deputy headteacher. Together they are implementing many well-considered initiatives to raise achievement in the school. It is still too early to evaluate their full impact, but the headteacher and governors have an accurate and honest view of the school's strengths and areas for improvement. The school has systematic procedures for monitoring how well it is performing. Some leaders are new in post, and the school recognises that further training and coaching is needed to help them become more effective in raising standards. Leadership and management are satisfactory because of the helpful steps taken by the headteacher, the local authority and visiting specialist staff to support the school. As a result, teaching and learning are satisfactory overall. However, the quality of feedback to pupils within individual subjects, especially through marking, remains inconsistent. This means that pupils, particularly the more able, are not always sufficiently clear about how to improve their work.

Improvements in classroom practice have contributed successfully to the school's drive to address underachievement in most year groups. Senior leaders are aware of the need to raise the quality of teaching so that it matches the best and challenges more-able pupils. Achievement is satisfactory and standards are below average, although higher in English than in mathematics and science. The progress made in lessons by the majority of pupils is broadly satisfactory. The test results for 2008 show that pupils in Year 6 were close to meeting their challenging targets in English, but did not make the expected progress in mathematics and science.

St Luke's prides itself on being an inclusive school. Pupils report that they feel safe within the school community. Relationships are harmonious and pupils behave well. Their spiritual, moral, social and cultural development is good. The satisfactory curriculum provides good opportunities for pupils to develop their understanding of the many different traditions in the school and the local community. Pupils enjoy school, attend regularly, participate well in clubs and sport, and value the satisfactory care, guidance and support that the school provides. They prepare satisfactorily for their future education and economic well-being, because of improvements in their basic skills and through the school's good links with secondary partners. The overwhelming majority of parents are fully supportive of the school's recent track record of 'visible improvements' which demonstrate its good capacity to improve still further. As one parent commented, echoing the views of many, 'I think St Luke's is a lovely child-centred school.'

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children make a good start in the Early Years Foundation Stage because of the excellent relationships between staff and parents that help children to settle quickly. They join the school with a range of skills that is below what is expected for their age. The early years team effectively

nurtures the children's social and emotional development. A stimulating curriculum, high-quality care, and a secure environment support them exceptionally well and contribute to their personal development. They learn to cooperate with each other well, developing good attitudes to their learning. There is a good blend of adult-led activities and opportunities for children to choose for themselves. However, the learning during some free-choice activities is not always sufficiently well planned in order to maximise learning.

All groups of children, including the most vulnerable, make good progress. This is due to the sharp focus given to the steady acquisition of essential skills for learning that many lack when they join the school. All staff are effective in supporting the children, especially those who find it difficult to adjust to expectations. Children enjoy school, and this was evident, for example, in their excitement in creating a paper collage for their healthy food project. A wider selection of different types of paper would have added further challenge for the more-able children. The outdoors curriculum is well organised and ensures that the learning environment is lively and attractive. As a result, children make good progress, and by the time they leave Reception, they reach standards which are in line with those expected for their age.

### **What the school should do to improve further**

- Ensure that the quality of marking improves to match the best, so that pupils can benefit from more precise advice on how to improve.
- Raise standards by improving the quality of teaching and learning to that of the best, particularly in the level of challenge for more-able pupils.
- Extend the capacity of new leaders to manage their areas of responsibility through coaching and training.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards are just below average overall, and pupils achieve satisfactorily. Fluctuations in standards arise because of the school's rapidly changing population. For many, their starting points in the Reception class are below average. Pupils' verbal communication and social skills are a particular weakness when they join the school.

By Year 2, pupils attain below average standards overall. Progress in reading is weaker than in mathematics and writing. As pupils pass from Years 3 to 6, progress is steady so that, overall, standards at the end of Year 6 are just below national averages. The 2008 provisional test results for Year 6 show that pupils' overall rate of progress was broadly satisfactory. Pupils performed better in English than mathematics and science. The rise in standards in English in 2008 owes much to the school's focus on developing pupils' writing skills by providing stimulating practical activities on which to base writing. In mathematics progress is slower, and the school recognises that to improve this there should be a greater emphasis on helping pupils to understand and apply their knowledge of mathematics, particularly in real-life problem-solving situations. Pupils at the early stages of learning English make fast gains in fluency because of the sharp focus on listening and speaking skills, and on the use of drama. Pupils with specific learning difficulties, including those with behavioural, emotional and social difficulties, make satisfactory progress because of the high levels of individual attention they receive.

## Personal development and well-being

### Grade: 2

Pupils enjoy school and have positive attitudes to learning; this is reflected in the harmonious and inclusive relationships that prevail at the school. Pupils say that they feel safe and are happy to be at school. Pupils' behaviour is good, and they usually concentrate well on their tasks. Occasionally, their attention wanes because they have to listen to their teacher for too long and are not actively involved in their learning.

Pupils appreciate the importance of staying healthy, and readily take part in sports and other physical activities, reflecting their commitment to fitness. They know how to choose healthy lunches and are aware of the benefits of a balanced diet, which successfully contributed to the school achieving the Advanced Healthy School Award. Pupils work together amicably, respect the feelings of others, and have a well-developed sense of fair play. They respond positively when given responsibility, for example as members of the school council, or when acting as playground carers and mediators for other pupils. Pupils have a strong social and community awareness, and are keen fund-raisers for good causes, for example when making cakes to sell at the Harvest appeal.

## Quality of provision

### Teaching and learning

#### Grade: 3

Pupils' enthusiasm for learning makes a considerable contribution to the quality of teaching and learning. Warm working relationships are reflected in the pupils' confidence in their teachers. This helps them play a full part in all activities, as does teachers' commitment to their pupils. Teachers and teaching assistants work well together to ensure that all groups of learners receive the correct level of support.

High expectations help pupils to stay on task and concentrate well in some lessons. In a good Reception lesson, for example, genuine excitement and enthusiasm was generated during a well-considered outdoor practical activity. Here the children prepared a family meal for a special occasion; this involved the use of role play to extend their language, and social skills which enabled them to achieve well. Despite these strong features, the school recognises that there are still improvements in teaching to be made. The quality of lesson planning is inconsistent, as some teachers do not plan activities which cater well for the differing needs of learners, especially those of the more-able pupils. Teachers' use of challenging questioning in order to check pupils' understanding is underdeveloped, and introductions to some lessons are overlong, which leaves less time for pupils to work independently.

### Curriculum and other activities

#### Grade: 3

The recently reviewed creative arts curriculum allows all pupils to be fully included in learning activities. They enjoy this approach, as it stimulates their curiosity and broadens their understanding. Special focus weeks, such as those for healthy living and science, are used well to stimulate pupils' interest and to provide intensive support in specific subjects. The creative arts projects have led to good-quality three-dimensional art and outdoor mosaics designed and made by the pupils. Cross-curricular links between subjects are at an early stage of development and as a result, pupils' ability to make connections across the curriculum in order

to consolidate their learning is inhibited. Teachers make good use of information and communication technology resources, although the interactive nature of whiteboards is not yet fully exploited to challenge more-able pupils.

All pupils from Year 3 and above have the opportunity to learn a musical instrument. Musical activities, including playing in the school orchestra and taking part in local and national concerts, such as at the City Hall where pupils performed to the Mayor of London, add a rich dimension to pupils' lives. The curriculum is enhanced by visits to places of interest such as galleries, museums, exhibitions and churches. For example, a visit to Hampton Court, further enlivened pupils' study of the Tudors in their history project.

## **Care, guidance and support**

### **Grade: 3**

Learners receive good personal support. Staff work hard in supporting pupils' personal development, and fulfil a valuable role in liaising with families in order to resolve problems. As one parent commented, echoing the view of many, 'At St Luke's, all staff are personally involved in the care of our kids.' Pupils feel safe at school and report that there is always someone they can turn to if they have a problem. The well-understood routines of school life create an orderly and safe community. The school has comprehensive and robust systems for safeguarding and risk assessment. Pupils with behavioural, emotional and social learning difficulties are well cared for by a team of teaching assistants who provide swift and timely support as necessary.

Academic guidance and support is satisfactory, but is inconsistent. Marking is regular and generally helpful, but does not always signpost pupils' next steps in reaching their targets.

## **Leadership and management**

### **Grade: 3**

The reflective and determined headteacher has a clear view of school development. She has high expectations, and has established a new senior leadership team committed to raising standards. Processes for monitoring pupils' performance are beginning to be established at whole-school level, but are not yet consistently well implemented throughout the school. Middle leaders are developing their skills and becoming more involved in evaluating the provision and its impact on the pupils' progress. Staff are very appreciative of the genuine training opportunities afforded them in the excellent coaching programmes. Although 'green shoots' are beginning to emerge, the impact of many of these initiatives is not yet fully evident in all areas.

Governors visit the school regularly, know the school well, and are developing their independent monitoring role and becoming increasingly confident in holding the school to account. There is a strong partnership with external support agencies, which has enabled the school to help not only its pupils but also their families, promoting their sense of belonging within the local community. This was formally recognised when the school gained the Leading Parent Partnership Award. The school has successfully evaluated its contribution to community cohesion, which is good. This has been achieved by developing and promoting a clear and detailed understanding of its own community and the different faiths, ethnicities and cultures that exist within it.

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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?	3
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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
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?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

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

23 April 2009

Dear Pupils

Inspection of St Luke's Church of England Primary School, London, SE27 0DZ

Thank you very much for making my colleague and me so welcome and for being so friendly when we visited your school recently. We did enjoy our visit. We were very pleased to hear from you how much you enjoyed school, and to see how well you worked in lessons.

You go to a satisfactory school that not only helps you to learn, but looks after you well. We were impressed by the way you get on together.

There are many things that are special about your school, but we would like to single out your teachers and helpers who encourage and support you both in lessons, at breaks, and in the interesting clubs and visits. You say grown-ups are always willing to listen if you have a problem. You enjoy fresh fruit and vegetables, and know how to choose healthy appetising meals. The school is run smoothly by your headteacher and staff. They try hard to make sure that you have the best possible education.

Before we left, we talked to your teachers about how the school could do even better. They agree with us that they need to explain clearly how you can improve your work. We have also asked them to improve their lessons so that they are always good or better, so that you can make even better progress. We would like teachers to prepare work that always makes you think hard, particularly those of you who sometimes find your work rather easy. The subject leaders agree that they need to check carefully how well the changes that they are making to the school are helping you to learn better. They will then be able to improve your school even more.

We would like to wish you and your school every success for the future, and we hope that you to continue to attend well, work hard and cooperate fully with your teachers.

Yours faithfully

David Scott

Lead Inspector