

St Luke's CofE Primary School

Inspection report

Unique Reference Number	101134
Local Authority	Westminster
Inspection number	323409
Inspection dates	12–13 November 2008
Reporting inspector	Natalia Power

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	148
Government funded early education provision for children aged 3 to the end of the EYFS	13
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Abby Howe
Headteacher	Mrs Barbara Dunn
Date of previous school inspection	16 October 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Fernhead Road London W9 3EJ
Telephone number	020 7641 5855
Fax number	020 7641 5827

Age group	4–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This voluntary aided one-form entry primary school is smaller than average. The percentage of pupils eligible for free school meals is well above the national average. Pupils come from a wide range of ethnic heritage backgrounds. Half of all pupils have first languages other than English, most commonly Arabic and Bengali. An average proportion of pupils have learning difficulties and/or disabilities. Of these, pupils with moderate learning difficulties and those with behavioural, emotional and social difficulties form the largest groups. The number of pupils with statements of educational needs is higher than average. The school has achieved the Activemark Award. When the school was inspected in November 2007, it was judged to be providing an inadequate education and required significant improvement in relation to standards, the quality of teaching, and the behaviour of pupils. The school provides the Early Years Foundation Stage (EYFS) through a Reception class.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. This is now a satisfactory school. During the last year there have been improvements in pupils' achievement, personal development, teaching and learning, and in the care, support and guidance offered to them. This is in large part due to the vision and dedication of the headteacher, ably supported by her deputy, the local authority and the London Diocesan Board for Schools.

The headteacher clearly recognises that a legacy of poor behaviour of pupils was the most significant barrier to learning. She has tackled this effectively. Behaviour is now satisfactory overall, because good behaviour in class and at play is strongly reinforced by all adults. The 'caught you being good' system, which rewards thoughtful behaviour, is used not just by teachers but by teaching assistants, lunchtime supervisors and support staff. Pupils understand the various reward systems, and these are consistently applied. Pupils are aware that, as one commented, 'Behaviour has improved much better than last year.' As a result the quality of learning has improved. Teaching and learning are now satisfactory overall. In the best lessons there is a good level of challenge and pupils are encouraged to take responsibility for their own learning. However, work is not always tailored precisely enough to pupils' individual needs. Some find the work too easy while others are daunted by work that is too difficult. The school recognises this and teachers are beginning to make better use of information from assessments of pupils' individual progress, but more needs to be done.

The school provides satisfactorily for pupils' personal development and well-being. It nurtures their spiritual, moral, social and cultural development well. A clear instance of this is the school creed, which stems from consultation between staff and pupils to draw up a system of values unique to the school. In this inclusive environment, pupils from Christian and non-Christian backgrounds are equally valued. Pupils are supported and cared for well, and the school works adequately in partnership with others to promote their well-being. Academic guidance is satisfactory, and the school recognises the need to develop individual targets to ensure that pupils know what they need to do to improve.

The satisfactory curriculum has a suitable focus on literacy and numeracy, and adds value with Spanish lessons in Years 3 and 4. Pupils' horizons are broadened with a range of visits to places of educational and cultural interest.

Pupils make satisfactory progress in Key Stages 1 and 2. By the end of Year 6, standards are broadly average overall. Although standards in mathematics are higher than at the time of the last inspection they remain below average. The school recognises that mathematics is an area for development, and is beginning to provide work of an appropriate level of challenge, but this is at an early stage. The school prepares pupils adequately for the next stage of schooling.

The leadership and management of the school are satisfactory. Middle managers are new to post and are beginning to play a full part in moving the school forward. Leaders and governors have a sound understanding of the strengths of the school and what remains to be done. The school has a satisfactory capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children make satisfactory progress through Reception from low starting points, especially in knowledge and language skills. There are good induction procedures, and teachers show a good commitment towards children's welfare through home visits and effective links with 'feeder' nurseries. Children settle in quickly and develop satisfactory personal qualities. Through careful supervision from adults they learn to play cooperatively and take turns. There is a sound balance between activities directed by adults and those chosen by the children themselves, and outside areas are used adequately to promote learning. Teachers satisfactorily help children to learn, for instance by patiently encouraging them to link sounds and letters. However, some activities lack challenge. Planning covers each of the six areas of learning separately, and the school recognises the need to develop a more topic-based approach to integrate areas of learning. The leadership and management of the EYFS is satisfactory. Those in charge understand its strengths and accurately identify areas for development.

What the school should do to improve further

- Raise standards in mathematics throughout the school by raising the level of challenge for pupils of all abilities.
- Ensure that pupils are consistently given work in lessons that is well matched to their differing needs and abilities.
- Develop systems for providing pupils with individual targets to help them identify what they need to do to improve.

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

From below average starting points when pupils move from Reception to Year 1, pupils make satisfactory progress throughout the school, leaving in Year 6 with standards which are broadly average overall, but below average in mathematics. For Year 2 pupils, results of national tests are broadly in line with national expectations, but lower in mathematics than in reading and writing. For Year 6 pupils, school data shows that they are doing better in English and mathematics than at the time of the last inspection. In English they reached standards expected for their age in 2007 and 2008, and the proportion of pupils who gained the highest grade, Level 5, exceeded the national average in 2007 and broadly matched it in 2008. Mathematics lagged behind English overall, although 2008 results show improvement over 2007. There is a need to improve performance in mathematics by ensuring that the work set is sufficiently challenging for all abilities. Pupils with learning difficulties and those for whom English is not their first language make progress in line with others.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is good. Pupils are taught to value all religions and beliefs, and the third of pupils who are not Christian are involved in the spiritual life of the school through assemblies that celebrate diverse cultures. Through the school council

and effective 'peer mediation', where pupils take responsibility for monitoring each other's behaviour, pupils learn to respect one another. Nevertheless, there are a few occasions when low-level disruption affects learning. Pupils are enthusiastic about the reward system and believe it to be fair. As one pupil commented, the school has 'the right rewards for when you are good'. Pupils have a sound understanding of the importance of a healthy lifestyle, and report that they feel safe at school because, as one commented, 'The school takes bullying seriously.' Pupils report that they enjoy school, especially when 'it's active and fun, so we don't feel bored'. Attendance is satisfactory. Pupils make an adequate contribution to the school and to the local community.

Quality of provision

Teaching and learning

Grade: 3

For some years there has been a history of staff turbulence. Now, with more than half of the staff new to the school or to teaching, the staff are keen to work together and bring about change. Most teachers have warm relationships with their classes and manage behaviour well. They explain the purpose of lessons clearly, and share with pupils an evaluation of what has been learnt. They plan lessons carefully and use teaching assistants well. Though teachers are conscious of the need to tailor work to the abilities of individual pupils, more remains to be done to pitch work at the right level. The school recognises this, and is strengthening assessment and tracking to put in place extra help where necessary.

Curriculum and other activities

Grade: 3

The curriculum adequately prepares pupils for their education in the basic skills. Information and communication technology (ICT) is used well to support learning in a range of subjects, and pupils as well as teachers are confident in using the interactive whiteboards in classrooms. The school provides a satisfactory number of clubs and visits, and there is adequate provision for music and art activities.

Care, guidance and support

Grade: 3

This is a caring school where each child is known to all adults and given good understanding and support. The school makes good use of a range of external agencies to support vulnerable children. The school recognises the need to establish stronger assessment for pupils with learning and language needs, and the new manager is making a good start. Arrangements for the safeguarding of pupils are robust and meet government guidelines. Teachers mark pupils' work thoroughly. However, not all pupils know how well they are doing or what next steps they should take to improve. Though there are clear whole-class targets, the school has accurately identified the need to provide pupils with individual targets to enable them to take responsibility for their own learning.

Leadership and management

Grade: 3

The headteacher has brought stability to the school and has created a team who share her vision for improvement. Leaders and managers are analysing data with an increasingly sharp focus, and this is leading to improvement in pupils' achievement. Teaching is stronger than at the time of the last inspection because monitoring, shared between leaders and the local authority, is rigorous and constructive. Leaders and managers have a realistic understanding of the school's strengths and what still needs to be done. The new three-year improvement plan accurately prioritises areas for development with a strong focus on raising standards. However, it is too early to see the full impact of the school's planning. The governors provide sound support and play a full part in the life of the school. The school has the confidence of the majority of parents, but a few feel that their individual concerns are not always met. The school makes a satisfactory contribution to community cohesion, with strengths in the celebration of diversity. The school's reputation in the local community is rising as behaviour improves.

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?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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

¹Grade 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

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	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

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 eliminated	3
How well does the school contribute to community cohesion?	3
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**

26 November 2008

Dear Pupils

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

It was a real pleasure for me to visit your school a little while ago. You were polite, and I could tell that you were pleased to welcome visitors into your community. I am glad to tell you that your school has improved over the last year and is now giving you a satisfactory quality of education.

You have all played your part in making this happen. I was impressed by how different your behaviour is from how it used to be at the time of the last inspection. This is because you respond well to the clear reward system and do your best to earn points and to be mentioned in the Golden Book. I liked the way you take responsibility for one another, not just in the pupil behaviour panel or in school council, but by being friendly and respectful towards one another.

The school takes good care of you, and provides you with some guidance on what you need to do to improve the quality of your work. I have asked the school to do even more, by providing you with individual targets so that you know exactly how well you're doing and how to reach the next level.

Your teachers work hard for your sake, and in turn you need to work as hard as possible, especially in mathematics, where many of you are not doing as well as pupils in the country as a whole. I have asked the school to make sure that this happens, and also to make sure that you are set work that is just right for you. All the adults are keen to make this school as good as possible, and have already started making many changes.

One pupil told me, 'I like school because we get lots of work, and I like doing work.' This is a lovely comment, and I am sure that all of you feel the same. I wish you all the very best in the future.

Yours sincerely

Natalia Power

Lead Inspector