

St Luke's CofE Primary School

Inspection report

Unique Reference Number	105503
Local Authority	Manchester
Inspection number	336505
Inspection dates	23–24 September 2009
Reporting inspector	Andree Keddle

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Rev P Clarke
Headteacher	Mrs Saeeda Ishaq
Date of previous school inspection	2 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation, including school policies, the annual school development plan, pupils' books and assessment files, teachers' planning and questionnaires returned from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of different groups of pupils, grouped by gender, ethnicity and ability
- the quality of teaching and learning and the amount of progress made by pupils from their starting points
- the effectiveness of the school's leadership team and its capacity for continued improvement
- the effectiveness of the governing body in challenging the school to bring about further improvement.

Information about the school

This is an average-sized school serving a diverse community in the City of Manchester. The Early Years Foundation Stage consists of a Nursery class and a Reception class. The proportion of pupils eligible for free school meals is high and just over half the pupils speak English as an additional language. The percentage of pupils who have special educational needs and/or disabilities is average. The school has the Healthy Schools award, Investors in People status and the Manchester Inclusion Standard Gold Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

3

Main findings

St Luke's is a good, inclusive school that welcomes pupils from all faiths and cultural backgrounds. Parents and carers are happy that their children enjoy school and say that teaching is good. Inspectors agree with their views. Children enter the school with a level of skills and knowledge well below that expected for their age. They make good progress throughout the school so that by the time they leave in Year 6 their attainment is broadly average. Although the quality of teaching is good overall, there are some inconsistencies. Most pupils make good progress including pupils with special educational needs and/or disabilities. However, a small number of higher attaining pupils, although making satisfactory progress, do not make as much progress as their peers. Well-established assessment systems enable staff to track the progress pupils make. Good support is provided for pupils who speak English as an additional language and for pupils with special educational needs and/or disabilities.

Good care, guidance and support ensure that pupils are happy, know how to be healthy, feel safe and enjoy school. Pupils' behaviour is good and they show enthusiasm and good attitudes to learning in lessons. Pupils report that there are very few instances of bullying or racist behaviour. They say that they have confidence in reporting any worries or problems to the staff and that these are dealt with quickly and effectively. The well-balanced and enriched curriculum provides interesting lessons which motivate pupils to learn. The visits out of school to places of interest, such as a local museum, an outdoor pursuits centre and Formby beach give pupils rich experiences beyond the school environment and contribute to their enthusiasm for learning. Vulnerable pupils and those who experience social and emotional problems are particularly well supported and nurtured by the school.

The provision for children in the Early Years Foundation Stage is satisfactory and the progress children make is satisfactory and improving. The use of the outdoor area for children's learning is not yet fully developed. There are some opportunities for children to learn and develop through child-initiated activities but not enough as there is too great an emphasis on teacher-directed activities. Children's behaviour is managed appropriately and staff work well with parents and carers to ensure that children feel happy and safe.

Senior leaders have a good understanding of the school's local context and a plan is in place which ensures that the school makes a good contribution to community cohesion. The school works with parents and carers very well and with other agencies to support pupils and their families. The monitoring of pupils' attainment and progress has improved during the last two years and the school now has good-quality information, which helps staff to give effective support to appropriate groups and individuals.

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Challenging targets are set but these are not sharply focused enough to take account of pupils' current attainment and the variation in attainment between subjects, such as English and mathematics. The leadership team is focused on improving the school. Although self-evaluation has identified the correct areas for improvement, it is over-generous with regard to the school's performance. The monitoring of teaching is in place but teachers are not given sufficient guidance on how to develop their teaching further. Consequently, the capacity for further improvement is only satisfactory.

What does the school need to do to improve further?

- Raise standards for the higher attaining pupils in all key stages by ensuring that work is more closely matched to individual pupils' abilities and by increasing the level of challenge.
- Improve the school's self-evaluation by more rigorous monitoring of the quality of teaching and learning and by giving teachers a more accurate understanding of their teaching strengths and areas for further development.
- Improve the quality of teaching and learning in the Early Years Foundation Stage by giving children more high-quality opportunities to learn and develop through child-initiated activities and more effective and regular use of the outdoor area.

Outcomes for individuals and groups of pupils**2**

Pupils' spiritual development is good, seen in quiet, respectful attitudes during worship and in pupils' enjoyment of school life and learning. Their social, moral and cultural development is good; pupils have pride in their school and show consideration for each other. Pupils know the importance of taking regular exercise and understand which food groups contribute to a healthy diet. Pupils make a satisfactory contribution to the school and wider community. For example, they have jobs as monitors and members of the school council and they undertake fundraising for charities such as Christian Aid and sing carols at a local market.

Pupils say they like school and this is seen in their good attitudes in lessons. They work hard and respond well to teachers' instructions and to praise, which the teachers use most effectively. For example, pupils enjoy earning reward points in lessons for showing good listening skills. Pupils know the learning targets they are working towards and are keen to do well. As a result, they make good progress. Personalised learning targets are in place for all pupils and these are beginning to reduce the variation in performance between most groups of pupils. This has yet to impact on the progress made by a small number of higher attaining pupils. The school provides good support for pupils with special educational needs and/or disabilities. Pupils who speak English as an additional language make good progress including those who are more able.

Pupils' attainment by the time they leave the school is broadly average, although there was a dip in test results in 2008. The standards reached by pupils in mathematics were very low in 2008. The 2009 national test results in English, mathematics and science show a rise in the attainment of pupils achieving at least Level 4, as expected for their

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age, and standards are above those reached by the school in the years prior to 2008. During the inspection, good progress and average attainment in mathematics was observed in lessons in upper Key Stage 2. Overall, pupils' achievement and enjoyment of learning is good.

The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being is satisfactory because standards attained in the basic skills of numeracy and literacy are average. Pupils' attendance is broadly average. The school has well-established and effective procedures to promote attendance and punctuality and sets challenging targets. As a result, attendance percentages are rising.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The good teaching in the school, such as in mathematics lessons observed in upper Key Stage 2, is characterised by a brisk pace to learning, teachers' good subject knowledge and the effective use of teaching assistants. Interesting lessons relate well to pupils' learning needs and motivate pupils to learn. Appropriate work is provided for pupils with special educational needs and/or disabilities and for those who speak English as an

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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additional language. Effective assessment systems are in place so that teachers know the next steps in learning that pupils need to take. Where teaching is less effective, particularly for the higher attaining pupils, there is some over-direction by teachers, so pupils do not get enough opportunity to learn for themselves. Teachers do not always recognise the progress made by some higher attaining pupils and do not always challenge them sufficiently.

The curriculum is broad, balanced and interesting. The initiatives put in place to develop pupils' reading, writing and problem-solving skills are having a positive impact on the standards they achieve. Attractive displays of pupils' work around the school show the good links being made between subjects, for example between art, history and literacy. Pupils say that this makes learning more exciting and fun. Information and communication technology (ICT) is used well to support pupils' learning and French is taught to Year 2 and Year 6 pupils, while Year 1, 3, 4 and 5 pupils enjoy Spanish. Pupils learn about faiths around the world and about children with different cultural backgrounds. They visit a wide range of places of worship belonging to different faiths. As a result, pupils have a good understanding of the needs of others.

There is a good range of clubs after school, particularly sports, such as football and basketball. Extra-curricular activities and visitors effectively extend pupils' learning experiences and they talk enthusiastically about the many interesting visits provided for them.

Pupils are well cared for in the school's warm, welcoming and inclusive environment. Relationships are good; staff know all pupils well and place great emphasis on developing their self-esteem. As a result, pupils feel secure and valued as individuals. Pupils with special educational needs and/or disabilities, those who speak English as an additional language and the more vulnerable pupils receive well-targeted support that helps them participate fully in school life. The school works closely with relevant external agencies to ensure that their needs are met effectively. Good links with the local high schools ensure a smooth transition for Year 6 pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's senior leadership team is committed to school improvement and to ensuring that outcomes for pupils improve over time. They set clear priorities and these are understood by all staff. The dip in results in the national tests in Year 6 in 2008

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brought about a rapid change in the curriculum and teaching style, especially in relation to the teaching of mathematics. As a result, a rise in standards of attainment followed in 2009. However, the school's self-evaluation is not sufficiently sharply focused and critical, and the monitoring of teaching and learning does not give teachers a clear enough idea of their teaching strengths and areas for development. The school has good systems for tracking pupils' progress to check on the attainment and progress of each individual pupil.

Statutory regulations for the safeguarding of pupils are met satisfactorily. Governance is satisfactory. Governors are very supportive of the school and give freely of their time. They are aware of the broad strengths and areas for development in the school. They understand that further training would be useful to them, for example on data analysis and staff recruitment, and inspectors agree.

The school works with parents and carers very well and they are kept well informed about the curriculum and their children's learning and progress. The school's efforts to support families are a particular strength and parents and carers are very positive about the work of the school. Very good partnerships exist between the school and other agencies, such as the Primary Healthcare Trust, and these are of great benefit to pupils and their families. Outcomes for pupils are good; therefore the school's deployment of resources to achieve value for money is good.

The school tackles discrimination satisfactorily and diversity is celebrated well. Pupils of different faiths and ethnic groups are all supported well and the school is working hard to reduce variations in pupils' attainment in different classes. However, because the higher attaining pupils do not achieve as well as their peers, the promotion of equal opportunity is satisfactory.

The school makes a good contribution to promoting community cohesion. The senior leaders have an in-depth understanding of the school's religious, ethnic and socio-economic context. Also, there is an action plan which has been evaluated to check on its effectiveness. Pupils talk confidently about other faiths and appreciate similarities and differences. It is noticeable in the school how pupils from different backgrounds get on well with each other.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with a level of skills and knowledge well below that typical for their age, especially in language and communication. The procedures for introducing children into the Nursery and Reception classes are good and ensure that they settle quickly and happily into routines. Relationships between staff and children and children's parents and carers are good. Parents and carers find staff friendly and approachable. Staff make clear to children their expectations about behaviour and routines and reinforce these regularly with praise. As a result, children behave appropriately and are safe.

Children are provided with a suitable range of activities that engage their interest in school and they take part in a number of educational visits to places such as the park, a farm and a local museum. The quality of teaching and learning is only satisfactory because activities are often too directed by adults and do not give children sufficient opportunities to explore and make choices for themselves. This hinders children's progress in taking on responsibility for their own learning and limits their development as independent learners. Also, there is limited use of the outdoor area through the day to extend children's learning experiences.

This satisfactory provision enables children to progress and achieve satisfactorily and is being accelerated by the introduction of recent initiatives to develop children's early reading and writing skills. Outcomes for children are improving and, in 2009, a significant number of children left the Early Years Foundation Stage with broadly average skills and knowledge.

The leadership and management of the Early Years Foundation Stage are satisfactory. Planning, although satisfactory, is not yet linked closely enough to the Early Years Foundation Stage requirements. There are suitable systems in place for checking children's progress, but the information collected is not always used to set work that is sufficiently challenging.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers are overwhelmingly positive about the work of the school and the progress their children are making. Their responses show that they are pleased that their children are happy, safe and enjoy coming to this school. Inspectors agree with these positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Luke's C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspectors received 36 completed questionnaires by the end of the on-site inspection. This is a relatively low response. In total, there are 201 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	58	33	42	0	0	0	0
The school keeps my child safe	45	56	35	44	0	0	0	0
The school informs me about my child's progress	38	49	38	49	0	0	0	0
My child is making enough progress at this school	26	33	47	59	4	5	0	0
The teaching is good at this school	35	44	43	54	0	0	0	0
The school helps me to support my child's learning	36	46	34	43	6	8	1	1
The school helps my child to have a healthy lifestyle	26	33	49	62	4	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	40	42	56	0	0	0	0
The school meets my child's particular needs	30	38	43	55	3	4	0	0
The school deals effectively with unacceptable behaviour	38	49	33	42	3	4	2	3
The school takes account of my suggestions and concerns	28	36	41	53	5	6	0	0
The school is led and managed effectively	40	53	34	45	0	0	0	0
Overall, I am happy with my child's experience at this school	42	53	35	44	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Thank you very much for the warm welcome you gave us when we inspected your school recently. Thank you for talking to us freely; you are clearly proud of your school and feel safe there. I was impressed with your good behaviour and your good attitudes in lessons. Overall, I judged that yours is a good school where you make good progress in your learning.

This letter is to tell you what I found.

- You are guided well by the adults who work with you, especially when you experience problems or difficulties.
- You make good progress in your learning as you pass through the school and by the time you leave at the end of Year 6 you attain broadly average standards in your work.
- The quality of teaching you receive is good and this is why you are doing well.
- Your lessons are interesting and the curriculum includes many educational visits out of school, which you very much enjoy.
- St Luke's is a happy school and you play a big part in making it so because you get on well with each other.

To help your school become even better, I have said that senior leaders should do the following things.

- Raise standards for the most able pupils by making the work more challenging.
- Work with teachers to ensure that the quality of teaching becomes even better through helping teachers to understand what is needed to improve further.
- Improve the quality of teaching in the Early Years Foundation Stage by giving children more opportunities to learn independently both inside and outside.

I wish you all the very best for the future.

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