

# St Luke's Church of England First School

## Inspection report

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<b>Unique Reference Number</b>	116844
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	338905
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	Roy Bowers HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	137
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phil Mitchell
<b>Headteacher</b>	Ceri Marshall
<b>Date of previous school inspection</b>	11 December 2006
<b>School address</b>	Plymouth Road Southcrest Redditch
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors. They observed the school's work and looked at the school's raising achievement plan, assessment information, minutes of governing body meetings, local authority monitoring information, curriculum plans, lesson plans, school policies and 59 questionnaires from parents. Twelve lessons were observed and all seven teachers seen. Inspectors held meetings with the Chair of the Governing Body, a group of pupils, senior leaders and the inclusion manager.

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

- the current rate of pupils' progress across the school, especially in mathematics
- the consistency in the quality of teaching across the school
- the effectiveness of leadership and management at all levels in raising pupils' achievement.

## Information about the school

The school is smaller than the average primary school. The proportions of pupils with special educational needs and/or disabilities and statements of special educational needs are higher than average. Most of these pupils have moderate learning difficulties. There is a lower than average proportion of pupils from minority ethnic groups and few pupils from homes where English is not their first language. The school has achieved national Healthy Schools status, the Activemark award and the Leading Aspect award. Following the resignation of the previous headteacher at the end of the summer term 2009, the governors appointed an associate headteacher to lead the school until the new substantive headteacher took up her post at the start of the current term.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

The school provides a satisfactory and improving standard of education and cares for the pupils well. Pupils say that they enjoy coming to school and feel very safe. They behave well in lessons and around school. Most parents praise the school highly and are supportive of all aspects of its work. One parent wrote, 'Whenever we have any worries about our child, the teachers always have time to speak to us and put our minds at rest.'

A strength of the school is the quality of pastoral care it provides for the pupils and their families whose circumstances make them most vulnerable. Senior leaders, teachers and support staff know pupils well. The school makes effective use of outside agencies to provide specialist guidance for pupils with specific needs, and school staff visit pupils' homes to provide support when needed. Pupils who come from homes where English is not their first language are provided with effective specialist support in school.

Improvement since the last inspection has been satisfactory and has accelerated over the past year. The temporary associate headteacher and the newly appointed substantive headteacher have added greater rigour to the school's monitoring and evaluation systems and introduced several new initiatives. Consequently, previous inadequate progress in mathematics has been eradicated and pupils' achievement in all subjects is rising. However, despite these improvements, pupils' progress overall for all groups in Key Stages 1 and 2, including those with special educational needs and/or disabilities, remains satisfactory because there is not enough good or outstanding teaching. This is mainly because teachers are not clear enough about what they want pupils to learn in lessons and target-setting is not sharp enough. As a result, pupils are not guided well enough through the small steps which help ensure effective learning. Sometimes, lessons lack pace, teachers talk for too long and learning is not motivating enough for pupils. In the Early Years Foundation Stage, good teaching helps ensure that children achieve well.

The curriculum is enriched well by a wide range of visits and visitors. It provides effectively for pupils' moral and social development through dedicated lessons and class discussions. Nurture groups provide good support for those pupils who are experiencing social and emotional difficulties. Although the school's links with the local community are well developed, the headteacher and governors are, rightly, aware that pupils' knowledge and understanding of the diverse range of faiths and communities in the United Kingdom and globally are not yet as strong.

All staff share a strong sense of common purpose, with raising pupils' achievement at its core. The headteacher's skills in school self-evaluation have enabled the senior leaders

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to have an accurate view of the school's strengths and weaknesses so that they know what needs to be done to improve. However, some senior leaders are aware that their monitoring and evaluation skills are not developed well enough to bring about rapid improvements in all aspects of the school's work. Rising attainment and improving progress show that the school has satisfactory capacity for sustained improvement.

**What does the school need to do to improve further?**

- Improve the quality of teaching and learning so that the majority of lessons are consistently good or better by ensuring that:
  - all teachers are clear about what they want the pupils to learn and carefully guide the pupils through the small steps which help ensure effective learning
  - the pace of learning in all lessons is brisk, teachers do not talk for too long and the activities motivate pupils to learn
  - the quality of target-setting is improved so that it has a greater impact on helping pupils learn.
- Improve pupils' cultural development and the promotion of community cohesion by raising pupils' awareness, knowledge and understanding of the diverse range of faiths and communities in the United Kingdom and globally.
- Improve the effectiveness of leaders and managers by developing their monitoring and evaluation skills.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Children get off to a good start in the Early Years Foundation Stage and, from Although pupils' behaviour and attitudes in most of the lessons observed during the inspection were good and occasionally outstanding, in a few lessons some pupils were restless and inattentive. This was because activities failed to engage their interest, the pace of learning was slow and teachers talked for too long.

The school council has been actively involved in organising events to raise funds to buy new equipment for the school. All pupils are involved in supporting many local church and community events, and raising money for charities. Pupils have a good understanding of healthy lifestyles. They say that the work they have undertaken in school has helped them make healthy choices about what they eat and increased their understanding of how exercise helps to keep them fit. Pupils' attendance has been rising steadily year on year and is currently broadly average.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Over the past year, senior leaders have implemented a wide variety of support for individuals and small groups who are not on track to achieve their targets in literacy and numeracy. This support, often led by skilled teaching assistants, has made a significant contribution to raising pupils' achievement. The lesson plans seen during the inspection varied in format and detail from class to class. Most plans contained information of the activities that pupils were expected to undertake. However, they did not always show what pupils were expected to learn during the lesson. Consequently, in many lessons, although pupils were purposefully engaged with the activities given, their learning was not focused enough. In most classes, teachers' marking, especially in writing, provides pupils with clear guidance on how to improve their work. Senior leaders have initiated a system of target-setting to help focus pupils' learning. However, it is not yet embedded and its impact on raising pupils' achievement is superficial. Although there is an overall curriculum plan, senior leaders know that the progression of skills and knowledge is not yet developed well enough for all subjects. Effective links with the pre-school providers, good induction arrangements when pupils first enter the Early Years Foundation Stage and effective links with the middle schools help pupils quickly settle into their new communities.

*These are the grades for the quality of provision*

<sup>1</sup> 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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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher's commitment to improving the life chances of all the pupils is clearly shown in her enthusiasm and dedication. All leaders and staff share the same vision and work well together. They are committed to sustaining the improvements already underway, and improving outcomes at every opportunity. Governors are supportive and are beginning to develop their role in challenging senior leaders. All leaders say that they would welcome further training to improve their skills in monitoring and evaluating the work of the school so that they can have an even greater impact on raising pupils' achievement. The good level of care, guidance and support given to all pupils, especially those whose circumstances make them most vulnerable, shows the school's commitment to equality of opportunity and tackling discrimination. The views of parents and carers are canvassed and valued. They are kept well informed about their children's progress and other school activities. The school has audited its current provision for promoting community cohesion and is beginning to improve its links with a range of communities in the United Kingdom and globally. At the time of the inspection, all statutory requirements for the safeguarding of pupils were in place. All staff spoken to during the inspection had a good knowledge of safeguarding processes and procedures.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>

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

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**The effectiveness with which the school deploys resources to achieve value for money**

**3**

## Early Years Foundation Stage

Strong induction procedures, effective partnership with parents and the caring ethos help children settle quickly into the daily routines. Children are happy, behave well and form good relationships with other children and adults. Accurate assessments enable teachers to plan activities that meet the needs of all children well. There is a good balance between activities led by adults and those initiated by the children. However, opportunities are sometimes missed to improve children's learning by making their play activities more purposeful and extending their understanding through skilful questioning and prompts. Regular checking of children's learning helps ensure that those who are not making the expected progress are identified early so that they can be provided with additional support. Children with emotional or social difficulties are provided for very well in the calm environment of the nurture groups. Although the outside environment is often used well to support children's learning, access to the outside facilities are restricted due to the nature of the building. Effective self-evaluation ensures that school leaders know the strengths and areas for improvement. The Early Years Foundation Stage leader is enthusiastic to develop all aspects of the provision and improve outcomes, and has many plans to do so.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most parents and carers who responded to the questionnaire were very positive about the school. They felt that their children were happy and cared for well. Only a very small number of negative comments were made about the school and these were taken into consideration when arriving at the inspection judgements. A few parents expressed concern about the way the school deals with unacceptable behaviour. During the inspection, there were no instances of unacceptable behaviour seen. Overall, the behaviour of the pupils was good. Pupils said that any instances of unacceptable behaviour are dealt with effectively by the school.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Lukes CofE First 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 inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 137 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	68	17	29	1	2	1	2
The school keeps my child safe	44	75	14	24	1	2	0	0
The school informs me about my child's progress	33	56	24	41	1	2	1	2
My child is making enough progress at this school	35	59	21	36	3	5	0	0
The teaching is good at this school	43	73	16	27	0	0	0	0
The school helps me to support my child's learning	36	61	22	37	1	2	0	0
The school helps my child to have a healthy lifestyle	37	63	22	37	0	0	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)	33	56	25	42	0	0	1	2
The school meets my child's particular needs	35	59	22	37	2	3	0	0
The school deals effectively with unacceptable behaviour	29	49	24	41	4	7	0	0
The school takes account of my suggestions and concerns	30	51	23	39	4	7	0	0
The school is led and managed effectively	36	61	22	37	0	0	1	2
Overall, I am happy with my child's experience at this school	44	75	12	20	1	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



11 June 2010

Dear Pupils

Inspection of St Lukes CofE First School, Redditch, B97 4NU

Thank you for making our recent visit to your school such a pleasant experience. We enjoyed visiting your lessons, looking at your books and talking with you. We were pleased to find that you enjoy coming to school and are happy. We were impressed with how well you behave. You told us lots about how to stay healthy, and you said that you feel safe and secure when at school. The teachers and other staff are very caring and want you all to do your best.

You go to a satisfactory school and most of you are making satisfactory progress but we know that you could do even better. Although the teaching is satisfactory and sometimes good, we want it to continue to improve so that there is more good teaching in the school. We have asked the headteacher to make sure that, in all your lessons, the teachers know what they want you to learn and plan carefully the small steps that will help you succeed. We have also asked the headteacher to make sure that all your lessons are exciting so that you want to learn even more.

All the teachers work hard for you and some take on additional responsibilities in the school. We have asked the headteacher to ensure that these teachers become even better at helping you by checking carefully on your progress and making sure that you are always taught well. The headteacher has also said that she will make sure that you learn more about the many of the cultures and faiths in this country and in the world. You can help too by working as hard as you do now and continuing to behave well.

We shall take away many pleasant memories about your school. Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers

Her Majesty's Inspector

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