

# St Luke's Church of England VA Primary School

## Inspection report

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<b>Unique Reference Number</b>	122009
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	340069
<b>Inspection dates</b>	12–13 July 2010
<b>Reporting inspector</b>	Alan Lemon

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	245
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Rowley
<b>Headteacher</b>	Sue Edmonds-Phelan
<b>Date of previous school inspection</b>	13 March 2007
<b>School address</b>	St Crispin Drive Duston Northampton
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<b>Email address</b>	head@stlukes-ce.northants-ecl.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons were observed, which were taught by eight teachers. Inspectors held meetings with groups of pupils, members of the governing body and staff. They observed the school's work, and looked at documentation including policies, an external review and information on pupils' progress. One hundred and forty-five parental questionnaires were analysed as well as questionnaires completed by all staff and pupils in Key Stage 2.

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

- the extent to which lessons between Years 3 and 6 challenge pupils and help them improve their rate of progress
- whether the curriculum provides work and activities that engage pupils and help them learn and make progress
- the extent to which school leaders and governors provide the ambition and drive to improve pupils' attainment by the end of Year 6.

## Information about the school

Since the move to a new building in another location in February 2008, St Luke's has developed from a small to an average-sized primary school, planned to reach its capacity of 420 pupils by 2014. The large majority of pupils are White British. The proportions of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, or who speak English as an additional language are average. The number of pupils known to be eligible for free school meals is below average.

The school has gained the silver award for Investors in People. It has also achieved the Healthy Schools Award and has the Active Mark for its sports provision.

**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**

**2**

## Main findings

St Luke's is a good school. School leaders and governors have managed effectively the transition to primary school status, the challenges of a rapidly increasing roll and the relocation to the new building. There have been good improvements, particularly in pupils' achievements, since the last inspection. Self-evaluation is based on accurate monitoring and is used effectively to bring about further improvements. This clearly demonstrates the school's good capacity for sustained improvement. Subject leadership across the school is becoming established, broadening the work of leadership across the school. It is at early stage of development but is beginning to increase the contribution to school self-evaluation.

The relationship with parents remains excellent as a result of the school's considerable efforts to include them fully in the life of the school. Parents give their strong support and stay closely involved with the school. The significant number of parents who returned questionnaires expressed exceedingly positive views of the school. Effective partnerships, the outstanding links with many other schools in particular, have been instrumental in development, greatly enriching the curriculum and ensuring that, when pupils move between schools, their transition is very well managed.

Excellence in the care, guidance and support for pupils is underpinned by the high priority given to their personal development and well-being. These result in outstanding outcomes such as in the extent to which they feel safe, adopt healthy lifestyles, contribute to the success of the school and are actively engaged in the community and with helping others. The school's strong Christian ethos contributes significantly to pupils' outstanding spiritual, moral and social development. They have a good understanding of, respect for and interest in the diversity of cultures in Britain and the rest of the world.

The school is embedding the good quality of provision and standards in Years 3 to 6 which have long been in place in the Reception year and in Years 1 and 2. Children leave Reception having made good progress and attaining at least the levels expected in all the areas of learning. By the time they reach the end of Year 2, as a result of continuing good progress, their attainment is above average. This has been consistently the picture over several successive years as a result of good and outstanding teaching, underlining the school's capacity to achieve and maintain high standards.

School leaders have set about the challenge of achieving the same high standards in Years 3 to 6 with ambition and drive. On the basis of Year 6 pupils' current work, standards are rising from broadly average in 2009 to above average. Pupils' current work shows an improvement in writing and mathematics, where results in past years

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have been weaker. In writing and in mathematics, the large majority of Year 6 pupils are reaching the expected level and many are working at a higher level.

Teaching in Years 3 to 6 is variable in quality, but much of it is good or outstanding. Learning and progress are uneven, although these are good in Years 5 and 6 as a result of the greater proportion of strong teaching in these years. Teaching in Years 3 and 4 is mainly satisfactory because pupils' work is sometimes not challenging enough to produce a good rate of progress. Assessment is becoming embedded but at times it is not used effectively to ensure work in lessons is set at the right level in relation to pupils' capabilities. Improvements in the approaches to teaching, particularly around establishing clear learning objectives with pupils and involving them actively in learning, are noticeable across the school. However, in some lessons these approaches are not being translated into good learning and progress.

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

- Develop the very effective learning, as a result of outstanding teaching, in all lessons by:
  - the skilful use of assessment to ensure work in lessons is always appropriately challenging
  - using learning objectives effectively to engage pupils fully in their work.
- Strengthen subject leadership by:
  - ensuring subject leaders have the scope to monitor their subjects and develop the skills to accurately evaluate strengths and weaknesses
  - producing action plans which are sharply focused on clear and quantifiable objectives for improvement.

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

**2**

Over the past two years standards have risen by the end of Year 6. The drive across the school to lift mathematics and writing results through targets and close tracking of progress has been effective. This, together with their above average attendance, is preparing pupils well for the next stage of their education. Close monitoring of every pupil's progress is used effectively to ensure pupils with special educational needs and/or disabilities are supported appropriately and learn as effectively as others. Learning and progress in most lessons are good and occasionally outstanding, especially in Years 5 and 6. In lessons seen, pupils responded positively to teachers' high expectations and the good challenge in their work. They contributed actively to learning, using their targets and their teacher's advice effectively and by working hard to achieve good results. Some lessons were not challenging enough, which at times slowed the pace of learning, reducing pupils' engagement and, therefore, less progress was made. However, across the school there is no significant variation in the performance of different groups of pupils such as those with special educational needs and/or disabilities and those learning to speak English.

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Pupils are very clear in their minds that they feel safe and this is strongly reflected in what their parents think. They demonstrate a very good understanding of keeping safe, such as avoiding the risks posed by the internet. They have an excellent knowledge about leading a healthy lifestyle, which they adopt enthusiastically in deciding to eat sensibly and staying fit and active. Pupils are very keen and concerned to make a positive contribution in school and to each other. Both the school council and eco committee are active in making pupils' views heard and they have impact on shaping improvements.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The monitoring of lessons has given senior leaders an accurate measure of strengths and weaknesses in teaching, which they act on. As a result, teaching has improved, overall, in terms of the engagement of pupils in learning, the challenge of their work, the use of assessment to plan work matched to pupils' capabilities and in providing lessons which pupils find enjoyable. Learning objectives are usually clearly explained and threaded through the lesson, which assists pupils' progress considerably. Occasionally,

<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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objectives lose their intended impact on learning. Where objectives are clear and understood, questioning and discussion are sharply focused and this helps pupils perform well, which was common and a strong feature of outstanding lessons in Years 5 and 6. Approaches to learning such as role-play and talking partners, where pupils discuss points with each other, create a good level of enjoyment and motivation.

Leaders have made good use of the opportunity of a new school to review the curriculum and start the development of more stimulating and creative activities which respond more effectively to pupils' different interests and capabilities. Work in literacy and numeracy has been strengthened and rectifies past underperformance in writing and mathematics. Many good enrichment activities are on offer, reflecting pupils' talents in music, art and sports in particular, which are strengthened through links with sports clubs, schools and community groups.

The staff are exceptionally effective in developing pupils' confidence and self-esteem which sees its impact in pupils' outstanding spiritual, moral, social and cultural development, their good behaviour and high regard for each other. Pupils are kept safe through the good management of well-implemented provision, which greatly reassures them and their parents. The very good communication with parents, schools and nurseries ensures transition at all stages is managed very effectively. Special educational needs and all other needs are quickly identified and supported, especially by the team of well-trained teaching assistants. Links with agencies that are helping pupils are their families are very well developed.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Senior leaders monitor and evaluate the work of the school rigorously, especially the quality of teaching and pupils' progress, with a clear sight on raising standards in Key Stage 2. Their good understanding of strengths and weaknesses in pupils' progress and school provision drives improvement and performance management. This good, ambitious leadership has been effective in tackling weaknesses and has ensured that every pupil's equal opportunity to make progress, develop and be valued as an individual is good. More staff are becoming engaged in leadership roles through subject leadership in particular. They are analysing pupils' performance in their subjects, reporting to governors and writing action plans, although this work has not yet acquired the sharp focus found in the rest of school self-evaluation. Governors support

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effectively, using their experience and expertise well to evaluate the school's work, set high expectations and ensure safeguarding requirements are implemented effectively. Safeguarding policy sets out comprehensive procedures and guidance to protect and keep pupils safe. Staff training meets requirements and is effective in ensuring all staff stay alert and assess risks rigorously.

Parents stay closely involved as a result of the school's encouragement. They are kept well-informed and act as critical friends in the interests of their children. Attendance at parents' evenings is very high. Partnerships with other schools have been very effective in the development of teaching, assessment and the curriculum. Community cohesion is promoted well through the school's evaluation of the impact of the many links developed in the local area, such as pupils' help in the playgroup, the retirement village and through community sports events. The school is also making firm links with schools abroad through its well conceived plan.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children make good progress as a result of effective teaching and the use of assessment to plan challenging learning opportunities. By the end of Reception year all children are working securely in all the areas of their learning and most are attaining above the level expected. The progress made in personal, social and emotional development is strong and children grow in confidence, acquire good attitudes to learning and good behaviour. Early Years Foundation Stage provision is well led and managed. All children have access to a wide range of good learning opportunities which provide a balance of



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adult-directed activities and child-initiated pursuits, both indoors and outdoors. Arrangements are firmly in place for promoting the welfare of children and safeguarding them.

*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**

A good number of parents were able to complete the questionnaire, the very large majority of which expressed positive views of the school, reflecting its excellent relationship with parents. All of the parents providing their views agree the school keeps their children safe and they all believe teaching is good. During their visit, inspectors had evidence to uphold these views. Almost all of the parents felt their child enjoyed school and were having their needs met. Overall, they are happy with their child's experience at this school. Inspection evidence agrees with these parents' views. A very few parents had reservations about the management of unacceptable behaviour, although inspectors found no evidence other than behaviour is good and is managed effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at St Luke's Church of England VA 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 inspection team received 145 completed questionnaires by the end of the on-site inspection. In total, there are 245 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	103	71	41	28	1	1	0	0
The school keeps my child safe	109	75	36	25	0	0	0	0
The school informs me about my child's progress	89	61	50	34	4	3	0	0
My child is making enough progress at this school	94	65	47	32	2	1	0	0
The teaching is good at this school	99	68	42	29	0	0	0	0
The school helps me to support my child's learning	74	51	64	44	5	3	1	1
The school helps my child to have a healthy lifestyle	78	54	63	43	2	1	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)	78	54	58	40	2	1	1	1
The school meets my child's particular needs	83	57	58	40	1	1	0	0
The school deals effectively with unacceptable behaviour	77	53	52	36	8	6	1	1
The school takes account of my suggestions and concerns	70	48	60	41	6	4	2	1
The school is led and managed effectively	98	68	42	29	3	2	0	0
Overall, I am happy with my child's experience at this school	105	72	36	25	1	1	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.**



14 July 2010

Dear Pupils

Inspection of St Luke's Church of England VA Primary School, Duston, NN5 4BL

Many thanks for the warm welcome you gave our team of inspectors and for all the help you offered us, particularly the pupils who met with us to talk about school. We judged your school to be a good school. Here are some of the good things we found out about your school:

- the extent to which you feel safe, adopt a healthy lifestyle and contribute to the success of the school and community is outstanding
- your development as well-rounded individuals with good values and a positive outlook on society is outstanding and this is promoted by the excellent care, guidance and support provided by staff
- you behave well in school and are achieving well in lessons
- the headteacher and senior staff make sure the school is well led and managed, which is improving the school and especially your results in mathematics and writing
- the headteacher and staff do an outstanding job in keeping in touch with your parents, and link up with schools and others exceptionally well to create a wide choice of sports and other activities you enjoy.

Your school could be more effective if:

- the very effective ways you are learning in some lessons are developed in all of your lessons
- the headteacher ensures more staff become good leaders and managers and increase the capacity to improve subjects further, especially English, mathematics and science.

I hope that you continue to keep up your good behaviour and hard work and I wish you all the best for the future.

Yours sincerely

Alan Lemon

Lead inspector

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