

St Luke's CofE Primary School

Inspection report

Unique reference number	110838
Local authority	Cambridgeshire
Inspection number	378185
Inspection dates	24–25 January 2012
Lead inspector	Steven Hill

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	172
Appropriate authority	The governing body
Chair	Victoria Espley
Headteacher	Anna Reeder
Date of previous school inspection	9 June 2009
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Age group	4–11
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Introduction

Inspection team

Steven Hill

Additional inspector

Chris Read

Additional inspector

This inspection was carried out with two days' notice. Twelve substantial parts of lessons were observed, taught by six teachers. Inspectors also paid brief visits to small teaching groups, to three sessions where younger pupils were being taught phonics, and observed part of a badminton lesson taught to Year 6 by visiting students. A small sample of younger pupils was heard to read. Meetings were held with staff, groups of pupils, representatives of the governing body, and members of the parent teachers association. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, and observed the school's work. They looked at a variety of documents, particularly those related to keeping pupils safe, and records of pupils' progress. Responses were analysed to questionnaires from pupils and staff, and to 106 questionnaire replies received from parents and carers.

Information about the school

Saint Luke's is below average in size for a primary school. The proportion of pupils known to be eligible for free school meals is average. About half the pupils are White British, with the rest coming from a wide range of minority ethnic heritages. Most of the latter speak English as an additional language, and many of them do not stay at this school throughout their primary school years, arriving in this country or leaving again at different ages. The proportion of disabled pupils and those with special educational needs is slightly below average. There has been some disruption to staffing since the last inspection.

The school meets the current floor standards, set by the government as a minimum for pupils' attainment.

A pre-school provision and an after-school club on the site are managed independently of the governing body, and are inspected and reported upon separately.

The school runs an informal breakfast club for its own pupils at the start of each day.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. It is a thriving and harmonious multicultural community where pupils from a wide range of backgrounds get on extremely well together. Pupils are settled and happy, enjoy learning and feel very safe in school. Their behaviour is good.
- Achievement is satisfactory. Improved standards in the younger classes since the last inspection were, unfortunately, paralleled by falling standards and some weak progress at Key Stage 2. The school turned this round last year, so that pupils in the older classes made satisfactory progress, and this improved progress continues in current lessons.
- Improved provision in the Reception class means that children make good progress when they start school. They are secure and happy in the setting.
- Progress in English at Key Stage 2 is better than in mathematics, following a clear focus on reading and writing by the school, including a strong emphasis on phonics (how the sounds in words relate to how they are written).
- Teaching is improving, with more good lessons being taught, and no inadequate teaching. There remains a substantial proportion of satisfactory teaching where, for parts of lessons, the pace is too slow, or work is not tightly enough matched to the needs of all the pupils.
- Leadership and management are satisfactory. Strong educational direction from the headteacher, and from an increasingly effective senior leadership team, has resulted in a cohesive approach to driving improvements. The curriculum is good. Staff work as an effective team that is improving teaching and progress, but has not yet raised them to be good.
- Major improvements have been made to attendance, raising it from very low levels a few years ago, to securely average for the last 18 months.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment at Key Stage 2, particularly by improving pupils' progress in mathematics.
- Improve the consistency of teaching, so that there are more good lessons, and fewer that are only satisfactory by:
 - matching what is taught more closely to pupils' varying needs, particularly in challenging more-able pupils throughout lessons
 - ensuring that lessons more consistently have a good pace so that more learning is covered, and pupils are always interested and engaged.

Main report

Achievement of pupils

Parents and carers are positive about their children's learning, particularly in Reception. Children start in Reception with attainment that is generally below that expected. In the past, pupils have moved on to Year 1 with below-average standards but, last year, progress was good and they reached average attainment by the end of Reception. The current class is making similarly good progress, because of good teaching.

Achievement in the rest of the school is variable. Pupils have made good progress to reach above-average standards at Year 2 for the last two years. Over time, standards at the end of Year 6 have been broadly average, with shortfalls because of some previous weak achievement, before a significant upturn in progress last year. The current Year 6 made good progress during their time in Year 5, particularly in writing. Overall progress was satisfactory last year at Key Stage 2, and better in English than in mathematics.

Pupils make a mixture of satisfactory and good progress in lessons. In a good lesson observed with Years 4 and 5, they made significant gains in their understanding of how to write instructions, working together well to share ideas. In Year 6, pupils increased their understanding of how to relate fractions to their decimal equivalents as they worked on tasks well matched to their abilities. In an exciting music lesson with Year 2, pupils improved their singing skills as they started, with adult support, to sing in two parts with increasing accuracy. However, in some other lessons seen, progress slowed when work was not challenging for all of the pupils, or when they lost concentration because the pace of activities slowed.

Reading is a relative strength. Pupils use phonics well because of a more systematic approach by the school. This has helped to maintain above-average reading standards by Year 2, for the last two years. Last year, most pupils in Year 6, despite other weaknesses in attainment, reached the expected level in reading, with just over half reaching the higher Level 5.

There is no significant difference in the progress of different groups. Gaps between

the progress of boys and girls have been closed, with boys more engaged by work that is tailored to their interests. Disabled pupils and those with special educational needs make the same satisfactory progress as their classmates. In class they are given work that is manageable, but challenging for them as individuals. Many benefit from learning in small groups, where their specific needs are catered for. Pupils who are new to learning English often make very rapid progress when they first arrive because of the effective support they are given, and how they are warmly welcomed by their classmates. Any pupils who start to struggle are quickly identified by teaching assistants, and given extra help so that they can cope.

Quality of teaching

The large majority of parents, carers and pupils believe that teaching is good. Teaching is satisfactory overall, but an increasing proportion of lessons are good.

Relationships are good and teachers set high expectations of work and behaviour. Pupils respond well, trying hard and taking a pride in their success. This makes a strong contribution to pupils' good spiritual, moral, social and cultural development, as do their many chances to consider important moral and social issues. They benefit from good opportunities to work collaboratively. In better lessons, good use is made of strategies to involve all the pupils, such as discussing their ideas in pairs, or writing their answers on small whiteboards. Occasionally, such opportunities are missed, or the pupils spend too long sitting and listening, so their interest wanes and the pace of learning drops.

Presentations by teachers are often lively and engaging, so hold pupils' interest. This was exemplified when the teacher calmed down Year 1 pupils after a 'fruit break', holding their attention well as she enthusiastically recapped the story *Peace at Last*. Teachers often use the wide-ranging and hands-on curriculum to involve and interest pupils. They make good use of interactive whiteboards to enhance their explanations. This was observed in an information and communications technology lesson with Years 3 and 4, when the teacher's clear modelling of the task helped pupils make good progress in using a search engine to find images when they later used computers themselves.

Teachers usually set different tasks to match the varied attainment of pupils, so that they are challenged appropriately. Occasionally, however, the level set for one or other of the groups is not sufficiently challenging, so their progress is satisfactory rather than good. When pupils work on different tasks, good use is often made of skilled teaching assistants to provide a good mix of challenge and support to groups or individuals, particularly for those pupils who find academic work difficult. At other times, not enough use is made of their expertise, when all the class sit for a long time listening to explanations which are sometimes at too low a level for the more-able pupils. Not enough opportunities are taken to let these pupils miss such sessions, and start straight away on more demanding work.

Behaviour and safety of pupils

Pupils' personal development has been maintained as a strength since the last inspection. Parents and carers strongly support this view, and agree that behaviour is

good and their children are safe and well looked after. Inspection evidence confirms that pupils' behaviour is good, both in class and around the school. Pupils are polite, friendly and show care and concern for each other. It is particularly noticeable how well boys and girls from the wide range of different backgrounds in the school work and play happily together. A group of pupils from Year 4 said that one of the things they enjoy most about school was that there are '...loads of nice people...' including '...people from different countries...' agreeing that, 'They are all welcome here.' Pupils say that behaviour is good and they feel safe and secure in the school. They can explain why, showing confidence in how well the adults look after them, as well as relying on the support of their friends. They and their parents and carers confirm that bullying and racist incidents are very rare, and dealt with quickly and effectively by staff.

Year 6 pupils, in particular, willingly take on a wide range of responsibilities around the school, especially enjoying the help they give to younger children. Pupils have positive attitudes to learning, and enjoy both academic and social aspects of school. They are keen on exercise, seen when Year 6 worked hard to learn badminton skills. Pupils have a strong sense of fairness, clearly demonstrated when they tried to explain to an inspector how complicated it was to set up a fair system for using the table tennis equipment. Their enjoyment of school is reflected in their improved attendance, which is now average and rising, and their better punctuality.

Leadership and management

Leadership and management are satisfactory, and include a number of strengths that have resulted in some significant improvements in the last two years. Attendance has gone up considerably, and improved behaviour is remarked upon by parents, carers and pupils. The curriculum is now good, with a strong contribution to pupils' spiritual, moral, social and cultural development, shown in their good understanding of different cultures. This strongly supports the elimination of discrimination. Equal opportunities are promoted effectively, because the progress of different groups is tracked carefully, and any issues are addressed well. Consequently, any gaps in the achievement of different groups have been largely eliminated. The curriculum has improved, particularly in teaching writing and phonics, and in the Early Years Foundation Stage. Carefully targeted professional development has contributed to the improvements made. Achievement has gone up in the younger classes. Improved links with parents and carers are helping the school to move forward.

However, leadership and management are satisfactory, despite these strengths. This is because the improvements made are offset by the lack of success in addressing deteriorating progress at Key Stage 2 during a time of staffing instability. The decline was halted last year, but progress in the older classes has still not returned to the good levels shown in results a few years ago. A good start has been made in English, but progress in mathematics lags behind. The school's thorough systems to track progress, and the careful monitoring of provision, have identified priorities accurately. The improvements made and the clear vision for the future show that, despite remaining weaknesses, the school has a satisfactory capacity to improve. The governing body plays a full part in both challenging and supporting the school. Its members have contributed effectively to the school's secure procedures for safeguarding pupils.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



26 January 2012

Dear Pupils

Inspection of St Luke's CofE Primary School, Cambridge, CB4 3JZ

Thank you for all your help when we inspected your school. We enjoyed talking to you, and were pleased to find that you all get on so well together, wherever your families come from. We were impressed by your good behaviour, and by how polite and sensible you are. The school is very good at helping pupils who are new to the school to settle in and make progress, especially if they are newly arrived in England or do not speak much English. You are a big help with this because of the friendly welcome you provide. You told us that you enjoy school and feel safe there.

Your school gives you a satisfactory education. You are making similar progress to pupils in other schools, so you reach average standards by the time you leave. The children in Reception have done particularly well lately. You do better in English than in mathematics in Key Stage 2, and we have agreed with your teachers that they are going to concentrate on helping you make more progress, particularly in mathematics. The teachers are going to focus, in particular, on making sure that lessons are always interesting and exciting, and that those of you who find work easy are always given more difficult things to do, so that you reach your potential. The teachers already do this in more and more lessons, but your headteacher is keen to make sure it happens all the time. We agree this is a good idea.

The adults keep a careful eye on how things are going, and had already identified what needed to be done to make things better. You can help them by keeping up your hard work, always concentrating in class and trying, particularly with your mathematics work.

We hope you carry on enjoying life at St Lukes, and that those of you in Year 6 sort out the arrangements for table tennis to everyone's satisfaction. Good luck with that!

Yours sincerely

Steven Hill
Lead inspector

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