

St Luke's CofE (Aided) Primary School

Brancliffe Lane, Shireoaks, Worksop, S81 8PW

Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children get off to an excellent start in Reception class. They make good progress in all other year groups.
- Reading is taught well and pupils use their skills to become confident readers and develop good reading habits.
- Teaching has improved since the previous inspection. Most of it is now good and there are some examples of outstanding practice.
- Additional adults provide invaluable support, especially for those who have difficulties.
- Pupils' behaviour is consistently good in and around school and they say they feel safe. Pupils are polite, friendly and a joy to be with.
- Computers are used effectively to help develop writing skills, and pupils enjoy 'blogging' and linking with other schools around the world.
- Pupils have many memorable experiences throughout the year, which greatly add to their enjoyment of school.
- Effective leadership by the headteacher and governing body has led to improvements in the quality of teaching and rates of progress.

It is not yet an outstanding school because

- Occasionally teachers do not explain work clearly or modify the task set when pupils find work too easy or too hard.
- Pupils seldom comment on their own or others' work. They do not all know the levels they are working at and do not always use their targets to help them improve their work.
- Action plans drawn up by leaders do not have enough clear detail about how progress of pupils will be measured or how often.

Information about this inspection

- The inspector observed teaching in all four classes. She saw nine lessons, eight of which were jointly observed with the headteacher. In addition, the inspector looked at pupils' work, listened to pupils read and spoke with them about many aspects of school life.
- Discussions were held with pupils, teachers, the headteacher, the Chair of the Governing Body, and a representative from the local authority.
- The inspector considered the 26 responses to the online questionnaire (Parent View). She also collected views from parents as they brought their children to school, took account of a letter sent in to school, and made telephone contact with a parent who had requested to speak to the inspection team.
- Additional documents were examined, including the school's checks on how well it is doing, the school improvement plan, data on pupils' current progress, leaders' reports of lesson observations, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, Lead inspector

Additional Inspector

Full report

Information about this school

- St Luke's is smaller than the average-sized primary school.
- Most pupils are from a White British background. Very few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding to schools for pupils known to be eligible for free school meals, those in local authority care and children whose parents are in the armed forces, is below average. Almost all of the children who qualify in St Luke's are those eligible for free school meals.
- The proportion of pupils supported through school action is below average. The proportion at school action plus or who have a statement of special educational needs is also below average.
- Before- and after-school care is provided by the school and managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Numbers in each year group vary considerably from year to year and there are fewer pupils on roll than at the time of the last inspection.
- The proportion of pupils joining or leaving the school, other than at the start of Reception or end of Year 6, is above average.

What does the school need to do to improve further?

- Improve teaching and learning by ensuring that:
 - teachers explain tasks clearly, and modify the work if needed during the lesson to provide additional challenge or support to meet pupils' needs
 - pupils know what levels they are working at and use their personal targets to help them reach the next level
 - pupils have regular opportunities to comment on their own work and each other's work.
- Ensure that school improvement plans clearly outline termly timescales or targets so it is easier for leaders to check how well plans are working.

Inspection judgements

The achievement of pupils is good

- Attainment is affected by the variation in pupil numbers in year groups. From entry points that are often lower than expected nationally, attainment is broadly average at the end of Year 6, but there are occasional peaks and dips because the performance of each individual can have a disproportionate impact on the standards reached.
- Additional pupils join the school part way through, and this also affects attainment. However, pupils who join are helped to settle quickly and make similar progress to others. There is no difference in the progress of pupils from different ethnic backgrounds, and those who speak English as an additional language make similar progress to their peers.
- Children in the Reception class make good progress because they are taught well and exciting activities are planned that move learning forward rapidly. Progress in Key Stage 1 dipped in 2011, but swift action and improved teaching made sure that it improved in 2012 in all subjects. All pupils now make good progress.
- Progress in Key Stage 2 is consistently good. For example, in 2012 pupils entered Key Stage 2 with attainment below average. Effective teaching and additional support ensured the gaps were closed and standards were average by the time they left the school.
- Progress in writing has improved due to initiatives introduced. New resources have also been purchased to support mathematics. Consequently, the proportion of pupils making expected and better than expected progress in English and mathematics in Key Stage 2 is above average.
- Pupils eligible for the pupil premium funding make at least as good progress as their classmates. The funding received is used effectively to provide additional literacy and numeracy support to make sure pupils reach the same levels as others in the school. Consequently, the attainment gap between these pupils and others in their class is closing. None of the pupils in the 2012 Year 6 were supported by the funding, so no comment is made on their results.
- Disabled pupils and those with special educational needs also make good progress due to carefully planned work which meets their individual needs. Other adults provide valuable academic help to pupils in small groups, and emotional support. This aids their academic and personal development.
- Reading is taught well and pupils read regularly and from a range of books. Younger pupils use their knowledge of letters and sounds to attempt unfamiliar words and become confident readers. Older pupils are developing good reading habits, for example, reading at bedtime and going to the local library. They can discuss favourite authors and give opinions on books they have read.

The quality of teaching is good

- Since the last inspection the quality of teaching has improved. Teachers have good subject knowledge, build on what pupils already know and have high expectations of pupils' achievement and behaviour. Planning is very thorough and additional resources and equipment are provided to give pupils extra support, for example, with their counting and handwriting.
- Teaching is strongest in Reception where teaching is outstanding. The class teacher places a

strong emphasis on the development of early basic skills. Children have lots of opportunities to use their imaginations and extend their language and social skills both indoors and outdoors. For example, in a lesson about rainforests, children worked outdoors and built dens and shelters using dead leaves, material, a slide and other playground equipment. They were excited, busy and worked really well as a team. Indoors, children wrote about rainforests and made labels saying 'exit' for their den. The teacher worked skilfully with the children, constantly asking them questions to make them think about how they could improve their shelters.

- In a few lessons, pupils can find work either too hard or too easy. Whilst teachers check on how well pupils are doing in the lesson, they do not always intervene to fine-tune the task if pupils are struggling or completing it quickly. This slows the rate of progress down for these groups. Occasionally, teachers do not always clearly explain or show pupils how to do a task at the outset of a lesson. This results in some confusion and pupils being initially unable to complete the work given.
- Pupils have personal targets to help them improve their reading, writing and mathematics. Whilst many know their targets, they are not linked to the levels pupils are working at, or consistently referred to during lessons to improve their work.
- Teachers mark pupils' work regularly and add useful comments that tell pupils how well they have done and suggest areas that they could improve, especially in writing.
- Homework is set regularly for all classes. Teachers use this as an opportunity to share class news with parents by including it on the homework sheet. Basic skills are regularly practised and the best tasks set are imaginative and require pupils to use a range of skills, for example, 'design a birthday cake' or 'write a blog about your weekend'.

The behaviour and safety of pupils are good

- Pupils have very positive attitudes to learning and want to do well. They behave sensibly both indoors and outdoors. Older pupils often help look after the younger children and they carry out any duties given to them responsibly.
- Parents and pupils who expressed their views say that behaviour is good. They like the many incentives offered including 'Pupil of the Week' certificates, parent assemblies, the 'Dazzling Dinner Table' and 'Golden Time'.
- Behaviour is not outstanding because the school is not taking all the opportunities it can to develop pupils' involvement in their own learning, for example through using their targets and checking their own and others' work.
- Pupils know about the different forms bullying might take, including physical, racist and cyber bullying. They are adamant that bullying does not happen at St Luke's and teachers sort out any problems immediately when they are reported. School records show that no bullying or racist incidents have taken place.
- Pupils feel safe and are taught how to keep themselves safe, for example in relation to fire, water, road and internet dangers. Most parents who responded to Parent View also agree that their children are safe and well looked after.
- Pupils who attend the early morning breakfast club and after-school club greatly appreciate the

snacks, activities and time it offers to socialise.

- Pupils' spiritual, moral, social and cultural development is good. Pupils have time for reflection in assemblies, know the difference between right and wrong, respect and work well with each other and have good levels of understanding about different cultures and beliefs. These are all extended through links with other schools, for example, in Gambia and through 'blog' writing and sharing experiences with pupils in New Zealand.
- Attendance has been below average, but figures so far this year show it is average. Certificates and rewards are used to encourage good attendance and leaders take action to make sure that parents bring their children to school regularly.

The leadership and management are good

- The headteacher leads the school effectively. All key issues from the previous inspection have been addressed and actions taken have resulted in improved quality of teaching and rates of progress. Together with the governing body, she has a clear and ambitious vision for further improvement.
- Leaders know the school's strengths and areas which still need developing. These are set out in the school development plan. Whilst this covers the right priorities, and identifies the right strategies, it does not contain targets for pupils' progress in reading, writing and mathematics or use termly timescales for leaders to check whether the priorities identified are being improved.
- Regular checks are carried out on the performance of teachers. Targets are set for teachers linked to pupils' progress. Teacher salaries are linked to these targets and only those who can demonstrate pupils make good progress receive pay rises.
- On-going training and links with other local schools have helped improve the quality of teaching. Good ideas are shared and support and advice acted upon.
- A wide range of other activities help promote pupils skills and knowledge, for example, after school clubs, visits and visiting speakers. The opportunity to perform live at the local theatre provides memorable experiences for pupils in Key Stage 2. Pupils have good information and communication technology skills. All age groups use these effectively. The use of 'blogging' has captured their imagination and pupils have improved their writing styles through this initiative.
- Leaders make sure that all pupils are treated equally and there is no discrimination of any kind. More-able pupils benefit from mathematics sessions with the local high school and take part in the 'Authors Abroad' project. Disabled pupils and those who have special educational needs receive tailored support to make sure they achieve as well as their classmates.
- The local authority has a good overview of the school and provides light touch support, as advisers rightly have confidence in the leadership team. They have worked with the headteacher to check the quality of teaching.
- **The governance of the school:**
 - Governors have a good knowledge and understanding of the school. They challenge and support leaders by setting aspirational targets for further improvement. The Chair of the Governing Body has observed teaching and checked lesson planning. Other governors are

involved in hearing pupils read as literacy volunteers. This involvement gives governors a good insight into how well pupils are doing. Governors carry out the performance management of the headteacher and check that pay increases for teachers are linked to pupils' progress. Careful financial management ensures that governors know how the pupil premium is used and their knowledge of data allows them to determine what impact this funding is having. They attend training to keep their skills and knowledge up to date and to ensure they fulfil their statutory duties effectively, for example, relating to safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122793
Local authority	Nottinghamshire
Inspection number	406113

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	92
Appropriate authority	The governing body
Chair	Philip Beckett
Headteacher	Jeanette Dunn
Date of previous school inspection	3 November 2010
Telephone number	01909 475821
Fax number	N/A
Email address	office@st-lukes.notts.sch.uk

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