

St Luke's Church of England Primary School

Inspection report

Unique Reference Number	113842
Local Authority	Bournemouth
Inspection number	357437
Inspection dates	15–16 February 2011
Reporting inspector	Diane Wilkinson

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	419
Appropriate authority	The governing body
Chair	Geoff Cummings
Headteacher	Mark Saxby
Date of previous school inspection	3 October 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 24 lessons and observed 15 teachers. They held meetings with members of the governing body, staff and pupils. Inspectors observed the school's work, and looked at school documentation including development planning and monitoring, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a sample of pupils' work. They also scrutinised questionnaires returned by 138 parents and carers, 100 pupils and 29 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The success of strategies to raise attainment in writing and in mathematics, with a focus on girls' achievement in the latter.
- How effectively the school is working to halt declining attainment in the younger classes. ♦
- Whether there is consistency in the quality of teaching across the school. ♦

Information about the school

St Luke's is a large primary school with two classes in each year group. It is based at two sites, approximately a five-minute walk apart. There has been a change of headteacher since the last inspection. Most pupils are of White British heritage with very few speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is broadly average and rising. These pupils' needs mainly relate to emotional, behavioural and social, speech, language and communication, and physical difficulties. The school holds the Foundation Level of the British Council's International Award. Pupils can attend an after-school and holiday club run by a private provider held at another school. These settings were not inspected.

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 Primary is a good school. It has improved well since its last inspection and continues to do so. The school benefits from the exceptionally strong leadership of the headteacher and deputy headteacher who are very well supported by the senior leadership team. Teamwork amongst all elements of the school's community is particularly good. The governing body provides excellent support, especially in helping the school to set and achieve the challenging targets it sets for itself. Other leaders and managers support monitoring and development well. Self-evaluation is rigorous and accurate, pinpointing weaker aspects of the school's work and successfully addressing them. This can be seen in the rising attainment in writing and mathematics which historically had not been as strong as in reading. In mathematics, girls are doing much better and the attainment of younger pupils is rising after a decline in previous years. Strengths such as these give the school a good capacity for further improvement.

Pupils make good progress throughout the school and attainment is above average by the time they leave. Very well-targeted support helps all pupils, including those whose circumstances may make them vulnerable, achieve equally well. This is also due to consistently good teaching across all year groups and improved assessment procedures. The systems in place to identify progress over each half term are very good. On occasions, however, staff miss opportunities to assess progress during lessons and, when marking pupils' work, do not always indicate how this can be improved. There are considerable strengths in teaching; for example in teachers' subject knowledge and the rigorous pace in learning. During the inspection, a few of the lessons observed were outstanding, but in a small minority of others, the goals set for pupils were too general or teaching assistants were not provided with information on what the pupils they were working with were expected to achieve. Most teachers question pupils effectively to clarify their understanding, although not all make sure that questioning is well targeted at different ability groups. The well-designed curriculum effectively links subjects together to make learning relevant and meaningful, and is enriched well by special events and extra-curricular opportunities. Reception children get off to a good start in school as very good arrangements help them to settle in quickly. Their progress is swifter in reading and numeracy than in writing as, although adult-led activities for writing are good, there are fewer opportunities for children to apply their writing skills in a range of independent activities.

Pupils' learning and well-being are also enhanced by the school's success in working with parents and carers and other schools and agencies. This is one reason why pupils do well in their personal development. Their enjoyment of school is evident in their good behaviour and above-average attendance levels. Pupils are very proud of their school and make an important contribution to school life. Effective safeguarding arrangements ensure pupils, and their parents and carers, are totally confident in the excellent level of care

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provided. Pupils feel extremely safe as a result ♦ and pupils' knowledge of ways in which to avoid risks is outstanding. ♦

What does the school need to do to improve further?

- Raise attainment and progress through increasing the proportion of outstanding lessons by:
 - developing more specific lesson goals for pupils to attain, and targeting questions to pupils of different ability levels in order to increase their understanding
 - ensuring teachers regularly check pupils' progress throughout lessons to help adjust learning when necessary, and, when marking their work, indicate how this can be improved
 - providing sufficient advice for teaching assistants about what pupils are expected to achieve in their group learning activities.
- Plan more opportunities for Reception children to develop their writing skills in independent activities across different areas of learning. ♦

Outcomes for individuals and groups of pupils

2

Children enter Reception with skills broadly in line with those expected for their age, although they are below this in some important literacy skills. ♦ They make good progress, especially in personal, social and emotional development. Their attainment is above average by the end of the year although lower in some aspects of communication and literacy. ♦ This good progress continues across other year groups with all pupils, including those with special educational needs and/or disabilities or for whom English is an additional language, achieving well. Very well targeted group support for reading and writing helps pupils in Years 1 and 2 to do well, building up words effectively from letter sounds and developing good comprehension skills. The teaching of cursive handwriting from Reception has effectively improved the presentation of written work and spelling. Pupils' good capacity to apply their effective numeracy skills is built on well as they move from year to year. By the end of Year 6, they are confident mathematicians, with an excellent understanding of place value that helps them work very accurately with decimals and weights and measures. The emphasis on pupils being able to select which method to use when solving a mathematical problem helps them become skilled at this, although staff do not always capitalise on this strength in investigative work in science. Nevertheless, pupils develop good scientific skills and knowledge, for example in exploring the properties of yeast. The gap between attainment in reading and writing is rapidly closing. Year 6 pupils use language to very good effect to make their writing come alive; for example, using alliteration in their poetry and developing characters in their adventure stories.

Pupils' personal development is equally good. Pupils are well aware of the importance of healthy eating and an active lifestyle, and their good behaviour supports learning well. Pupils are thoughtful and reflective, and topics such as that on Asia help them to gain a good cultural awareness. Social development is very good, with pupils working together

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exceptionally well in lessons, testing out their ideas with a partner. They willingly take on responsibility; for example as school councillors and members of the green team or equality group, contributing well to the wider society. Strengths such as these help prepare pupils well for the future.

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	2
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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Underpinned by the school's Christian ethos and the commitment to help all pupils get the best out of their education, care, guidance and support are outstanding. Pastoral care is a significant strength, with very effective intervention strategies meeting pupils' needs exceptionally well, lowering the barriers to learning. Monitoring of the progress of pupils who are at risk of underachieving is outstanding. The school liaises exceptionally well with other organisations to support pupils' welfare, and the parent support worker provides excellent support for families. Arrangements for the induction and transfer of pupils and monitoring attendance are very good.

The curriculum is planned effectively to meet the needs of all pupils. The topic-based approach provides a wealth of opportunities for pupils to use their literacy and information and communication technology skills, although there are fewer opportunities to use their numeracy skills. The curriculum provides effective guidance for lesson planning which, together with good use of assessment information, helps teachers set challenging activities that promote good progress. Imaginative use is made of resources, including the

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interactive whiteboards, although pupils were only observed to use these on a small minority of occasions. Teaching assistants are deployed well to support learning, although on a few occasions, they are not fully briefed about the purpose of learning. They play a very effective part in group reading and writing activities, although they are not always provided with enough advice to encourage learning. Recent improvements to assessment procedures help teachers set pupils challenging improvement targets, but opportunities are sometimes missed for assessing progress during lessons.

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	1

How effective are leadership and management?

A key to the school's success is the exceptionally strong and determined senior leadership and outstanding governance. The headteacher has been exceptionally good at enabling staff to acquire the skills needed to support improvement work. Senior leaders are rigorous in their monitoring and analysis of pupils' progress and the quality of provision, This ensures that monitoring and development planning focuses on the most important priorities, including through improving the quality of teaching. Subject leaders are fully involved in monitoring the curriculum and teaching, and pupils' work. However, they are less skilled at analysing progress data in order to identify trends. Members of the governing body are especially good at balancing the level of challenge and support they provide. They have exceptional skills in holding the school to account, placing a very high priority on helping to drive up progress and attainment, with the chair playing a major role in the target-setting process. The governing body is rigorous in its consultation with parents, carers and pupils, helping to ensure that the former have a highly positive relationship with the school and that their concerns are responded to. Parents and carers are engaged well in their children's education, including through the school's good website. However, it has yet to introduce some of the technological developments now used in an increasing number of schools.

High priority is given to safeguarding pupils, with effective policies and good practice in place to achieve this. As a result, pupils are kept safe and free from harm at all times. This is partly achieved through the exceptionally strong partnerships with other agencies. Liaison with other schools and organisations, for example through the sports partnership, supports pupils' education well. The school is rigorous in its pursuit of the eradication of any discrimination, including through the pupils' own equality group. Improvements in the quality of provision help ensure that pupils' equality of opportunity is good. The school is fully aware of its own social, religious and cultural context, being very successful in creating a cohesive community. Community cohesion in the wider world is promoted well,

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especially globally through work for the international award. Pupils develop a secure awareness of diversity in this country and this aspect is a current improvement focus. 

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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

Effective leadership and management have ensured that children are very well cared for and that staff have adapted provision well to take account of the decline in attainment in communication, language and literacy skills on entry in recent years. Especially good progress has been achieved in the development of oral language and reading, the latter through an effective programme for teaching letter sounds. Good progress is being made in some aspects of writing, especially in letter formation, handwriting and spelling, although there are fewer opportunities for children to experience writing in different contexts such as making lists or writing invitations as part of their topic work.

Other areas of learning develop well. Children's behaviour is good; children get on well together, enjoy learning and develop responsibility. There is a good balance of activities for children to work with an adult or with little supervision. However, too often, adults direct children to activities rather than allowing freedom of choice, limiting the development of their independence skills. Children exhibit curiosity in the world around them, enjoying getting messy with the potting mixture when digging up beans to investigate whose had grown the most. They quickly learn to put numbers in order and carry out simple calculations.

The staff team works well together, developing good relationships with children and their families. Progress is tracked effectively, especially through progress books which provide a good picture of how well children are doing, allowing staff to plan well for the future.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The return of the Ofsted questionnaire was broadly average. A very large majority of parents and carers have positive views. They are uniform in their assertion that children enjoy school and are kept safe and free from harm. Almost all are happy with the school, agreeing that it is well led and managed, that their children are well taught and helped to adopt a healthy lifestyle, and that the school takes account of their suggestions and concerns. Inspection evidence fully supports these views.

Of most concern to a few parents and carers is the progress their children make, the information they receive on this and the way that they are helped to support their children's learning. Inspection evidence indicates that children make good progress and that staff are working hard to improve this further. It also shows that parents and carers are well informed about the progress children make, although staff accept that new ways on reporting progress may have raised some concerns. Inspection evidence shows that the detailed way now used to report this is a result of staff working to enhance progress further. A small minority of parents and carers are also concerned about how well they are helped to support their children's learning. Evidence indicates that, while they are supported well, there are a range of other ways in which the school could increase this.

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 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 138 completed questionnaires by the end of the on-site inspection. In total, there are 420 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	67	45	33	0	0	0	0
The school keeps my child safe	108	78	30	22	0	0	0	0
My school informs me about my child's progress	67	49	61	44	10	7	0	0
My child is making enough progress at this school	76	55	51	37	10	7	0	0
The teaching is good at this school	59	64	43	31	4	3	0	0
The school helps me to support my child's learning	76	55	50	36	10	7	0	0
The school helps my child to have a healthy lifestyle	77	56	58	42	3	2	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)	66	48	51	37	8	6	1	1
The school meets my child's particular needs	77	56	53	38	7	5	0	0
The school deals effectively with unacceptable behaviour	62	45	67	49	7	5	1	1
The school takes account of my suggestions and concerns	70	51	58	42	4	3	0	0
The school is led and managed effectively	83	60	49	36	5	4	0	0
Overall, I am happy with my child's experience at this school	97	70	39	28	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



17 February 2011



Dear Pupils

Inspection of St Luke's Church of England Primary School, Bournemouth BH9 1LG



Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. I particularly want to thank the pupils who gave up their lunchtime to talk to us. We have judged that your school is good and are pleased that you and your parents and carers think so too.

Here are some of the things we found out were especially good about the school.

- You make good progress and attainment is above average by the time you leave.
- You do well in your personal development. You have an excellent awareness of how to keep safe, behave well and do lots of things to help your school.
- The school works exceptionally well with others to ensure that all of you are well supported.
- Teachers plan interesting and challenging activities and you are well taught.
- Staff take excellent care of you and provide outstanding guidance and support, especially for those of you who find learning difficult.
- Your headteacher and other senior leaders and governors are especially good at helping your school to continue to improve and staff are working well with them to achieve this.



Here are some of the things we have asked the school to improve.

- Some lessons we saw were outstanding and we would like there to be more of these. You can help by making sure you always try to do your very best.
- Give Reception children lots of opportunities for writing, especially in their topic work and independent activities.



All of you can help by continuing to work hard.

Best wishes for the future.



Yours sincerely



Diane Wilkinson

Lead inspector 

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