

St Luke's CofE Primary School

Spire Hollin, Glossop, SK13 7BS

Inspection dates 27–28 September 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- The teaching in Key Stage 2 is not always good enough to ensure pupils make the best possible progress.
- More-able pupils do not have sufficient opportunities to work independently at challenging tasks.
- Pupils are not always sure what they need to do to attain higher levels in their work.
- Progress in mathematics at Key Stage 2 is too slow because many pupils lack the ability to calculate quickly in their head.
- Pupils have too few opportunities to use their number skills in all subjects.
- The leaders, including the governing body, do not evaluate the quality of teaching with sufficient rigour to ensure pupils make good progress in all classes.

The school has the following strengths

- Good teaching in the Early Years Foundation Stage and Key Stage 1 ensures that younger pupils make good progress in all subjects.
- Behaviour is good and pupils feel safe from any form of bullying. They enjoy their work and concentrate hard.
- Improvements in the teaching of reading and writing skills mean that pupils make good progress in English and attainment is rising.
- Good partnerships with parents and carers ensure that they are well informed about the work of the school and their children's progress.

Information about this inspection

- Inspectors observed 15 lessons, of which one was a joint observation with a senior leader. Inspectors also made a number of brief visits to lessons.
- Meetings were held with two groups of pupils, senior and middle leaders, members of the Governing Body, parents and carers and a representative of the local authority.
- Inspectors took account of the 37 responses to the online questionnaire (Parent View) at the time of the inspection.
- They observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring files, behaviour records and documents relating to safeguarding.

Inspection team

Terry Elston, Lead inspector

Additional Inspector

Colin Lower

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- An average proportion of the pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils who speak English as an additional language is much lower than in most schools.
- The proportion of disabled pupils and those who have special educational needs, including those supported at school action and school action plus or with a statement of special educational needs, is average.
- The school meets the government's current floor standard, which is the minimum expected for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching in Key Stage 2 by teachers routinely:
 - providing more opportunities for more-able pupils to work independently at challenging tasks
 - ensuring that pupils know what they need to do to raise their attainment
 - making effective use of teaching assistants to support pupils
 - giving pupils opportunities to assess their own learning.
- Ensure achievement in mathematics is as good as in English at Key Stage 2 by:
 - giving pupils regular opportunities to develop their mental calculations
 - providing training to ensure that all teachers are confident teaching mathematics
 - ensuring that pupils use their mathematical skills in all subjects.
- Make the leadership more effective by:
 - regular and rigorous evaluation of the quality of teaching and learning
 - setting teachers clear targets to improve their teaching
 - the governing body holding leaders to account for the quality of teaching and pupils' achievements.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils' progress in mathematics in Key Stage 2 is much weaker than the progress they make in English.
- Children join the Reception with skills typical of their ages. They achieve well in all areas of learning and make especially good progress in their reading skills and personal development.
- Provision for outdoor activities in the Reception is much improved since the last inspection, and children enjoy building on their classroom work by using their reading, writing and number skills outside.
- Pupils continue to make good progress in Key Stage 1, and attainment is above average in reading, writing and mathematics by the end of Year 2.
- These pupils enjoy good opportunities to hone reading, writing and number skills in all subjects. For example, they practise their counting and measuring in science investigations and write good accounts of their findings.
- At Key Stage 2, progress is notably slower in mathematics than in English. While attainment in mathematics is barely average by the end of Year 6, it is above in both reading and writing.
- Pupils read widely and make their writing interesting for the reader. Their balanced arguments on the morality of building dams and the damage caused to the environment were exceptional.
- In mathematics at Key Stage 2, pupils struggle with problem-solving tasks because they sometimes lack the basic number skills to know how to tackle the challenge. Even some of the oldest pupils have to use their fingers to add and subtract simple sums.
- Disabled pupils and those who have special educational needs make appropriate progress. They do well in reading because of the good teaching of word-building skills.
- The few pupils who speak English as an additional language achieve as well as other groups of pupils.
- The extra funding provided to support the learning of those eligible for the pupil premium enables them to achieve as well as other groups, and the school ensures they have financial assistance when necessary to enable them to join in all activities.

The quality of teaching

requires improvement

- There is not enough high quality teaching in Key Stage 2 to maintain pupils' good progress in the Early Years Foundation Stage and Key Stage 1.
- At Key Stage 2, while some teaching is good, there are too many occasions when pupils make just adequate progress.
- The expectations of more-able pupils often lack the challenge to make the best of their talents. Too often, these pupils are given more of the same work rather than tasks to extend their

learning through independent research.

- In mathematics at Key Stage 2, teachers do not always focus sufficiently on developing pupils' skills in quick calculations. As a result, pupils find it hard to tackle all aspects of mathematics. There are exceptions, however, and pupils made rapid progress in one lesson because the teacher gave them quick-fire work on basic number skills followed by demanding tasks to apply this learning.
- Teachers check carefully on pupils' progress and most marking shows them how to do better next time. The weakness at Key Stage 2 is that teachers do not make it clear enough how pupils can move on to higher levels in their work, and this restricts their progress.
- In the Reception class, adults ensure children learn quickly by providing exciting tasks that make them eager to come to school. Children enjoy learning how to read and write as much as weighing and measuring dolls in the 'baby clinic'.
- At Key Stage 1, teachers are particularly good at teaching early reading and writing skills and make learning fun. For example, pupils enjoyed making 'passports' that required them to write carefully and include all-important information about themselves.
- Pupils who have special educational needs make satisfactory progress, and those who find reading hard do well because of the way teachers and teaching assistants teach them how to build sounds into words. Teachers do not, however, always make the best use of teaching assistants, and some lower attaining groups make slow progress because they are given work that is too easy.
- A strength in nearly all lessons is the high quality of the relationships that help pupils enjoy their learning and behave well. Teachers are consistent in the way they manage behaviour and pupils say how they apply rules fairly.

The behaviour and safety of pupils are good

- A number of parents and carers who spoke to inspectors commented on the 'excellent family atmosphere' in school that makes their children feel safe and valued.
- Pupils rightly feel that behaviour is good and that bullying is very rare. Incidents of unruly behaviour are unusual, and records show a marked decrease over the last two years.
- Pupils say how much they enjoy school because lessons are fun and they make such good friends. Attendance is above average and pupils are punctual to lessons.
- Pupils concentrate well in lessons and, when given the opportunity, work well independently. They mostly remember not to call out but some younger ones forget the rules about putting their hands up.
- Pupils are courteous and have a deserved reputation in the area for their politeness and consideration.
- Pupils take responsibility well, and the Pupil Parliament is a good example of how they consider the feelings of others.

- Regular work on personal safety means that pupils have a good awareness of how to avoid danger and know the potential hazards of using the internet. They appreciate the way the school site is kept safe and the rigorous systems to check on visitors.
- Pupils appreciate the guidance gained from teachers' marking and try hard to do better next time. Some teachers give them valuable opportunities to assess their own work, but not all pupils benefit from this valuable aid to learning.

The leadership and management requires improvement

- Inconsistencies in the quality of teaching and learning occur because the leaders' evaluations of lessons lack the rigour to help teachers improve. Feedback to teachers is very positive but sometimes provides too little guidance on how the teaching in a lesson could have been good rather than adequate, or outstanding rather than good.
- The headteacher leads with a clear view of the school's priorities for improvement gained through realistic evaluation of its strengths and weaknesses. Action to raise attainment has been effective in English, as shown by improved standards in writing over the last two years. This was achieved through good leadership of literacy provision, making good use of expertise from the local authority and providing training to improve teachers' skills. This shows that the school has the capacity to improve further.
- The school has made a start at raising attainment in mathematics in Key Stage 2 through detailed analysis of pupils' strengths and weaknesses in the subject and training for teachers. However, these initiatives have yet to achieve the school's goal of ensuring consistently good teaching in the subject.
- Teachers work well as a team and are good at supporting those with less experience with their planning. There are, however, too few opportunities for them to learn first-hand from the best practice in school, for example in the teaching of number skills.
- Safeguarding systems are robust and meet all requirements.
- The good leadership and management of the provision for children in the Early Years Foundation Stage are evident in the way staff continually look for ways to improve children's experiences.
- Good partnerships with parents and carers mean that they always feel welcome in school and know their concerns will be heeded. They value the many opportunities to learn about the subjects that their children are taught and new initiatives to help their children learn.
- The leaders do much to encourage pupils to reflect on the world of nature and the difficulties faced by people in the world suffering hardships.
- The activities provided for pupils are interesting, and they enjoy the broad themes that include all subjects. However, while these provide many good opportunities to extend pupils' reading and writing abilities, they give too few opportunities for pupils to practise and improve their number skills.
- The curriculum is enriched by many after-school clubs, visits and visitors. Residential trips are very popular, and pupils say how well they were prepared by having a 'sleepover' in the school

hall.

■ **The governance of the school:**

- requires improvement because the governing body does too little to hold the leaders to account for pupils' achievements and the consistency of teaching and learning.

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	112817
Local authority	Derbyshire
Inspection number	401310

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	172
Appropriate authority	The governing body
Chair	Tom Rank
Headteacher	Alice Littlehailes
Date of previous school inspection	17 November 2009
Telephone number	01457 852602
Fax number	01457 852602
Email address	headteacher@st-lukes.derbys.sch.uk

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