

St Luke's CofE Primary School

French's Road, Cambridge, CB4 3JZ

Inspection dates 23–24 October 2013

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

- Although the headteacher and governing body have ensured recent improvements in teaching and pupils' progress, these have not yet had a sustained impact on raising standards in English and mathematics.
- Achievement varies too much between subjects and pupil groups. Where improvements are underway, this has not yet narrowed attainment gaps enough between different groups, particularly for those supported by the pupil premium.
- The large majority of teaching seen on inspection was good but the improvements are not embedded enough to ensure pupils make consistently good progress. For example, sometimes learning slows because teachers do not manage time to best effect in lessons.
- Marking does not always make clear pupils' next steps in learning. Teachers do not always insist that pupils respond to their written comments to improve their work.
- Leaders do not all fully exploit the school's system for tracking pupils' progress to support their work in improving pupils' achievement.

The school has the following strengths

- The headteacher has created a positive climate for learning where both staff and pupils are eager to develop their skills.
- Children get off to a good start in Reception thanks to good teaching.
- Staff know pupils very well. Pupils who have particular difficulties in their learning are nurtured and supported well.
- Pupils' behaviour is good and relationships amongst the whole school community are strong. Pupils feel safe in school.
- The school works well to ensure that pupils' spiritual, moral, social and cultural development is good.

Information about this inspection

- Inspectors visited all classes and observed teaching in 19 lessons or part lessons. They were accompanied by the headteacher on two occasions. Inspectors also observed a range of group work, playtimes, lunchtimes and an assembly.
- Inspectors took account of questionnaires completed by 16 members of staff and 81 responses submitted by parents and carers to the online questionnaire (Parent View).
- Inspectors looked at data about pupils' achievement. They reviewed the work in pupils' books, heard pupils read and held discussions with pupils about their learning and experience of the school.
- Inspectors held meetings and discussions with the headteacher, senior members of staff, subject leaders, phase leaders and four governors, including the Chair of the Governing Body. The lead inspector met with a representative of the local authority and the independent diocesan school adviser.
- Inspectors looked at a wide range of school documents, including the school's evaluation of its own effectiveness, the school improvement plan, records of governing body meetings, the monitoring of teaching and learning, behaviour records and safeguarding checks.

Inspection team

Lynda Smith, Lead inspector

Additional Inspector

Michael Bucktin

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds but a well-above-average proportion are from other ethnic groups, including those with Asian, Chinese, other European, and African heritages. The percentage of pupils who speak English as an additional language is higher than average and a number are in the early stages of learning English.
- The mobility of pupils (the proportion who join or leave partway through their primary school education) is higher than average.
- The proportion of disabled pupils and those who have special educational needs supported at school action, school action plus or with a statement of special educational needs is below average.
- A below-average but rising proportion of pupils are supported by the pupil premium. This is additional government funding given to schools to support certain groups of pupils. In this school it applies to pupils known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- A new headteacher has been appointed since the previous inspection. The current senior leadership team have been working together since September 2012.

What does the school need to do to improve further?

- Improve teaching to consistently good or better so that all pupils achieve well by ensuring that:
 - time is used effectively in lessons so that introductions or explanations are not too long and do not cover information pupils already know well
 - marking consistently shows pupils their next steps in learning and pupils are routinely expected to respond to these comments
 - individual goals for learning and personal needs are set for all pupils supported by the pupil premium and their progress towards these is rigorously checked on
 - monitoring of the achievement of this pupil group informs all teachers' planning and the allocation of any additional support.
- Make leadership and management more effective by:
 - sharpening subject and phase leaders' use of performance data, so they all have a comprehensive view of performance in the areas they are responsible for and use this to support school improvement
 - ensuring that end-of-key-stage results, as well as the schools' own detailed assessments, are used to judge the progress pupils make.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' achievement has been variable between subjects and key stages in recent years. Although there are signs of improvement, pupils have not yet made consistently good progress over a sustained period.
- Pupil premium funding is being used for a range of additional learning and pastoral support, enabling pupils to now make similar progress to their peers. The school is rightly focused on narrowing the attainment gap between these pupils and their classmates. In 2012 at the end of Key Stage 2 there was on average more than a year's difference in attainment between these groups in English and mathematics. Early indications from 2013 are that the gap has not yet closed enough.
- The large majority of children join the Early Years Foundation Stage with skills and knowledge below those typically expected for their age. They make good gains in their learning and development in Reception and reach levels of attainment broadly in line with national averages by the time they move to Year 1.
- Younger pupils have an increasingly good awareness of phonics (the sounds that letters make). This is reflected in the improving scores in the national screening test which checks pupils' understanding of phonics in Year 1.
- Standards at the end of Key Stage 1 have fluctuated, partly due to the high mobility of pupils. However, overall assessments show that they have been broadly in line with national averages in reading and mathematics. Writing standards were significantly lower in 2012, but the 2013 assessments show that they have risen.
- Standards at the end of Key Stage 2 have been generally below average. Previously, the progress made by Key Stage 2 pupils for whom the school has end-of-Key-Stage-1 results has required improvement, particularly in reading and mathematics. Although progress in writing was much stronger in 2012, early 2013 results indicate that it dipped again. However, the school's current information shows that many more pupils in the current Year 6 are on track to exceed expected progress by the end of this year.
- Disabled pupils and those who have special educational needs have been increasingly well supported. The school accurately identifies their specific individual learning needs and provides specialist and additional teaching which is enabling them to make similar progress to their classmates.
- Pupils who start school speaking little or no English are well provided for. With specialist and other support, most pupils quickly develop the knowledge and skills needed and many are able to make good progress.

The quality of teaching requires improvement

- In the past, pockets of better teaching have had to compensate for some weaker provision to secure pupils' achievement. The quality of teaching has improved and the large majority is now good, but this has not yet had a sustained impact on pupils' achievement.
- Time in lessons is not always fully utilised. Learning slows when adult-led sessions are too long

or pupils have to listen to information they already know well. Occasionally, resources are not organised carefully enough to support a brisk pace in individual pupils' work.

- Teachers' marking does not always give clear enough information to pupils on how to improve their next piece of work. When comments are made, pupils do not always act on them. Sometimes teachers do not give pupils time to respond to the comments.
- Reading is taught well in Key Stage 1. Pupils show determination when tackling new words or texts and enjoy the wide range of books available. The teaching of writing is developing well in Key Stage 2 with pupils having opportunities to write at length and in different styles.
- Teachers set targets for pupils in mathematics and writing, and refer to these to support individual learning well during lessons. They are catering increasingly effectively for the wide range of needs in each class, such as more-able or newly arrived pupils and those who may have a disability or special educational need.
- Teachers demonstrate good subject knowledge and skilfully use questioning to probe pupils' understanding. Teachers carefully reflect on how they can improve their work and their pupils' achievement. There is a positive climate for learning in all classes and around the school.
- Specialist teachers who lead work helping small groups of pupils show good skills. They support pupils with a range of needs in improving or 'catching-up' on their learning. Where pupils have previously made slower progress, these groups often enable them to make rapid improvements.
- Teaching assistants work well in partnership with teachers to help develop pupils' understanding.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are good and they show determination when tackling new or more challenging work.
- Pupils are unequivocal in saying that they enjoy school. They appreciate that their opinions are valued and are pleased with the opportunities available to them such as the wide range of clubs.
- Pupils say they feel safe in school. They understand different forms of bullying, say it is rare in school and are confident it would be dealt with promptly and effectively. All parents and carers who responded to the online questionnaire said their child was happy and felt safe in school.
- All sections of the school community show positive relationships. Pupils welcome and willingly support those who are new to the school, some of whom are not yet fluent in speaking English.
- Procedures for managing behaviour are consistent. There is occasional low-level disruption, but it is handled well so lessons proceed smoothly. Behaviour in and around school is good.
- Attendance has been lower than the national average, but is now rising. This is because new procedures for promoting good attendance are rigorous, and every opportunity is taken to remind pupils and parents of the importance of good attendance and celebrate improvements.

The leadership and management requires improvement

- The recent work of leaders to raise the quality of teaching is proving successful, but has not yet led to sustained improvements in pupils' achievement.
- The introduction of a system to track and analyse pupils' performance by the headteacher has successfully aided leaders, including governors, in deciding where to focus support. Pupils' individual and group achievements are shared fully with teachers, aiding planning for learning needs. However, some leaders are not yet using the information sufficiently to gain an overview of performance in their specific area of responsibility. Additionally, tracking does not take enough account of the end-of-key-stage results to measure progress against national expectations as well as the detailed teacher assessments.
- The headteacher is well supported by the senior leadership team. Together they communicate high expectations, have a strong focus on the quality of teaching and undertake rigorous monitoring. This has been effective and has resulted in the right priorities for the school being identified.
- The school ensures that vulnerable pupils, including those who may be facing difficulties or needing additional help such as pupils new to learning English, get the support they need. This demonstrates leaders' commitment to ensuring that all pupils have an equal opportunity to succeed.
- Leaders have introduced a range of measures to narrow the gaps in attainment between those entitled to the pupil premium and other pupils, including positive initiatives such as 'Pupil Passports' to set academic and personal targets with pupils. It is too soon to fully evaluate their success.
- The curriculum provides good opportunities for pupils to extend their skills and interests. It contributes well to pupils' social, moral, spiritual and cultural awareness. Every opportunity is taken to reinforce the school's values. Good social, moral, spiritual and cultural education is a key driver in securing and maintaining good standards of behaviour.
- Parents and carers are extremely positive about the school. Almost all who responded to the online questionnaire and all those who separately contacted the inspection team were pleased with the school's current work.
- The local authority has provided appropriate support. The school also works in partnership with other schools in sharing good practice and broadening pupils' learning opportunities. For example, the new national sports funding has been partly used for support from a local secondary school specialist to run activities for pupils and broaden staff expertise in teaching physical education.
- **The governance of the school:**
 - Governors have become increasingly effective in challenging leaders, being involved in the school's self-evaluation and analysing data to review the school's performance. Because of this they are clear about the main strengths in teaching and learning and the areas for improvement. Governors know how the pupil premium is being spent and how this is beginning to have an impact on the achievement of eligible pupils. Financial aspects of the school are closely tracked and monitored and any key expenditure justified by leaders. Governors are aware of the arrangements for checking teachers' performance and ensure that any pay awards are linked to pupils' achievement. At the time of the inspection the governing body fulfilled its statutory duties and ensured that safeguarding arrangements met required standards.

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	110838
Local authority	Cambridgeshire
Inspection number	425213

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	192
Appropriate authority	The governing body
Chair	Victoria Espley
Headteacher	Steve Down
Date of previous school inspection	24 January 2012
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