

St Luke's VA Church of England Primary School

Bemister Road, Winton, Bournemouth, BH9 1LG

Inspection dates 15–16 January 2014

Overall effectiveness	Previous inspection:	Good	2
	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

- Pupils are making good progress and achieve well in English and mathematics as they move through the school.
- Pupils' overall attainment at the end of Year 6 rose in 2013 from an untypical much lower point the year before.
- Disabled pupils and those who have special educational needs achieve well due to the additional support carefully tailored to their personal and learning needs.
- Teaching is consistently good. Teachers' confident subject knowledge is used to good effect to plan lessons which are lively, enjoyable and stimulating, so that pupils are excited about learning.
- Pupils behave very well. They work cooperatively with each other well and demonstrate respect for adults and classmates alike.
- All pupils feel extremely safe and know that their contributions are valued.
- The strength of teamwork in the school is at the heart of its current development. The difficulties faced through the many staff changes since the previous inspection have been effectively overcome.
- The headteacher and deputy headteacher are totally committed to ongoing improvement of achievement and teaching. Their continued drive to improve the school has been successful and is shared fully by the whole school community.
- Governors play an effective role in supporting school development and in holding leaders to account for pupils' achievement.
- The school's values and sense of purpose underpin all that it does for pupils.

It is not yet an outstanding school because

- Not enough teaching is outstanding to ensure pupils' achievement over time is also outstanding.
- Marking does not always help pupils to understand what they need to do to improve their work.
- In some lessons, there are too few challenging activities, particularly in writing, to enable middle-ability pupils to make maximum progress.

Information about this inspection

- Inspectors observed 23 lessons or part lessons. In addition, the lead inspector made shorter observations of several lessons with the deputy headteacher.
- Discussions were held with the headteacher, the Chair of the Governing Body, the vice chair and two other governors, a representative from the local authority, senior leaders, teachers, members of staff, parents and pupils.
- The inspectors looked at pupils' work, and heard pupils from different year groups read.
- Inspectors took account of 105 responses to the online Parent View survey, letters from parents and 46 staff questionnaires.
- The inspectors observed the school's work, and looked at school documentation, including: data on pupils' progress, the school's development plan, evidence of self-evaluation and monitoring records, and arrangements for safeguarding.

Inspection team

David Marshall, Lead inspector

Additional Inspector

Linda Rowley

Additional Inspector

Bill James

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils eligible for pupil premium support (additional money allocated to schools by the government for pupils eligible for free school meals, those who are looked after by the local authority or whose families are in the armed forces) is around the national average.
- An average proportion of disabled pupils and those who have special educational needs are supported through school action and through school action plus. The proportion who have statements of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been a large number of staff changes in the last two years. Some appointments are very recent.
- Since the previous inspection, the school has become part of a voluntary collaborative trust of local schools. This is known as the OCEAN Partnership of seven schools.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is outstanding by:
 - giving pupils, especially those of middle ability, opportunities to make better progress through working on more appropriately challenging activities, particularly in writing
 - developing greater consistency in marking so that pupils know more precisely how they can improve their work.

Inspection judgements

The achievement of pupils

is good

- Attainment at the end of Year 6 has fluctuated in the last three years. Due to careful interventions by the senior staff and the recent stable staffing, the results in 2013 tests improved to above average in reading. In the spelling, punctuation and grammar assessments, pupils achieved above average standards.
- Children start school with skills and abilities that fluctuate but are generally in line with those expected for their age. They make good progress in the Reception classes due to good partnerships with parents, strong relationships and a helpful learning environment.
- Progress across the school is almost always good from pupils' varied starting points. Effective checks on pupils' progress ensure the school can quickly identify those not doing well enough and put support in place to make sure they catch up. This good practice helps to ensure equality of opportunity and discourages any discrimination. It has been particularly effective in enabling the more able pupils to achieve well.
- Disabled pupils and those who have special educational needs make good and, sometimes, better progress. This is because their particular needs are quickly and accurately identified and their progress is monitored closely, including when they learn in small groups or with individual support.
- Pupils supported through the pupil premium funding achieve well. The school makes very effective use of the additional funding to provide a range of measures that improve their rates of progress in English and mathematics. Their attainment in national tests at the end of Key Stage 2 has been improving. In 2013, ten Year 6 pupils funded through the pupil premium took the national tests. Their attainment and progress were better than the national average for eligible pupils nationally and even better than that of other pupils in their classes.
- The school ensures pupils achieve well in reading due to well-planned daily supported reading sessions that focus well on key skills, the use of reading 'buddies' and careful checks on pupils' progress. The results in the Year 1 annual phonics check (sounds that letters make) were well above average in 2013.
- Progress in mathematics is good overall. There is a successful emphasis on matching work to the levels pupils have reached and the careful development of calculation skills. A particularly good feature is the mental mathematics sessions that cater well for pupils' differing abilities.
- The school is working hard to improve pupils' writing skills but pupils, particularly those of middle ability, do not always make the progress of which they are capable in these skills. The procedures already introduced include, regular feedback, targets for them to reach and regular checks on their performance. However, these initiatives have not run long enough to show impact on pupils' achievement in writing.

The quality of teaching

is good

- Teachers enjoy teaching and create a very supportive atmosphere for learning across the school. They treat pupils with respect and are interested in what they have to say. As a result, pupils are engaged in lessons and know that their teachers are interested in their views and ideas.
- Teachers' questioning is used effectively to check and probe pupils' understanding and to challenge them to think more deeply about learning. For example, outstanding teaching in a Year 6 mathematics lesson for the most able pupils encouraged them to explain what the most difficult parts of a problem were before the actual calculations were tackled. This meant that they had to think hard about how they would proceed, relating it to their previous attempts.
- The marking of pupils' work is not consistent across the school. There are times when completed work is left unmarked and so pupils are not clear about how to move forward and what needs to improve.
- Teachers and teaching assistants have high expectations for groups of pupils with specific learning difficulties and provide them with well-tailored support and carefully selected resources

and, consequently, they are nearly always on task. Regular assessments are used to identify any gaps in pupils' knowledge and effective support is provided where needed. As a result, disabled pupils and those who have special educational needs make good progress.

- The school has increased opportunities for pupils to use their mathematical knowledge for problem-solving and real-life situations to make learning relevant to pupils' experience. They respond by being strongly motivated to succeed.
- Regular effective sessions to teach the link between letters and the sounds they make (phonics) help pupils make good progress in developing some of the basic skills needed to read and write successfully. This was especially clear in a lesson in one Reception class where astute use of resources kept all children focused and responsive.
- In the Key Stage 1 classes, clear routines, high expectations, strong relationships and lively teaching contribute to pupils' good progress. For example, in a Year 2 class, pupils were enraptured at the start of a lesson when their teacher put on many different voices in reading a story.
- The overall quality of teaching is not yet outstanding because there is not yet enough to secure outstanding achievement. Pupils are occasionally given the same task to complete and some middle-ability pupils do not always achieve their best because some aspects are too difficult for them. Occasionally, opportunities are missed for teachers to show pupils how they can develop their writing skills better, which slows progress in this area.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. This is because the school's stated moral and spiritual values are known by all and teachers have a common approach to managing pupils' behaviour and so pupils are clear about what is expected of them.
- All pupils get on well together and enjoy working and playing alongside each other. They are polite and helpful and show respect towards each other and to adults. They understand that discrimination on any grounds is not tolerated and that all have equal opportunity to benefit from what the school has to offer.
- Pupils enjoy school and this is reflected in their regular attendance. They enjoy taking responsibility in the school and many of them do so, for example as members of the school council. Older pupils look forward to taking turns to be prefects and go out of their way to help others, showing their impressive moral development.
- Pupils settle quickly in all lessons and are eager to learn. Generally, they are attentive and listen to teachers and to each other. Occasionally, when they are not fully challenged to do their best, they lose interest, chat among themselves and do not complete their work to the best of their ability.
- The school's work to keep pupils safe and secure is good. Pupils feel safe because they know that adults care for them. They know about different forms of bullying, including name-calling and that relating to race, religion and cyber bullying. They say that on the very rare occasions when pupils have a disagreement, there is always an adult or a helpful friend who will help to sort it out.
- Pupils have a good understanding of their own personal safety. They understand the potential dangers from risks outside school, such as those related to substance abuse and internet safety.
- Inspection evidence confirmed the views of parents and staff that said they felt behaviour was good, bullying was rare and the children were kept safe.

The leadership and management are good

- Through the rigorous leadership of the headteacher and deputy headteacher, the school has a very accurate view of its successes and of where further improvements can be made. The key issues from the previous inspection have been fully resolved and the school's track record in tackling and overcoming weaknesses indicates its capacity for further improvement.
- Information about pupils' progress is regularly and systematically used to check that all groups and individuals are making sufficient progress. Any pupils falling behind are promptly identified

and effective support is put in place.

- Parents are fully involved in helping their children in moving forward, through the school's good use of the 'pen portraits', which were developed to tackle the one year's lower results. These documents are a very clear analysis of pupils' progress and lead directly to letters home to enable parents to know their children's progress and how they can help them move forward.
- Leaders at all levels, including key stage and subject leaders, continually reflect on the quality of their practice and use these insights to develop their roles further, supported by well-focused professional development. All leaders now play a valuable part in checking the quality of teaching in their subjects and its impact on pupils' achievement.
- Performance management has been developed well and makes a strong contribution to the leadership of teaching. For example, performance management meetings provide a platform to facilitate honest and open discussions with all staff about their responsibilities. As a result, staff are much clearer about their roles and know what they need to do to improve their practice further. There is a clear link between the rewards that teachers receive and pupils' good progress.
- The local authority knows the school very well and provides valuable, rigorous 'light touch' support for its improvement.
- The curriculum is broad and balanced across the range of learning opportunities, with many activities and events to enrich and deepen learning. The curriculum was reviewed and updated after the previous inspection, so that there is an increased focus on the development of skills across year groups. As a result, teaching now builds more strongly on pupils' learning and makes a strong contribution to pupils' spiritual, moral, social and cultural development. However, pupils' writing skills are not yet developed well enough across different subjects.
- The school is using the additional sports funding for a range of initiatives to increase pupils' involvement in sport both during and after school. In addition, teachers across the OCEAN Partnership observe specialist coaches, and share expertise to strengthen their knowledge and confidence in teaching sport.
- Leadership and management are not yet outstanding because pupils' achievement in writing is not as strong as in their other skills. The school has already identified writing as a focus for improvement and appropriate plans are being implemented to ensure that pupils make more rapid progress to strengthen their achievement. It is too soon to evaluate the impact of this planning on achievement in writing.
- **The governance of the school:**
 - Governors are competent, knowledgeable and play an active part in the school's development. They have an accurate picture of pupils' achievement from their competent analysis of data on pupils' progress and attainment and regularly ask leaders challenging questions about, for example, the use of teaching support. As a result, they know why achievement in writing is a priority for development. They know what the impact of the use of funding is, including that for pupils eligible for the pupil premium, and that for sport. They are also well informed about how well funding is supporting the achievement of disabled pupils and those who have special educational needs.
 - Governors know what the quality of teaching is across the school. They know how performance management procedures have been improved and the effect these have had on increasing teachers' accountability for pupils' progress and attainment. Governors are closely involved in safeguarding checks, such as the completion of risk assessments, with members of staff. As a result, safeguarding procedures are robust and meet statutory requirements.

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	113842
Local authority	Bournemouth
Inspection number	431835

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	420
Appropriate authority	The governing body
Chair	Geoff Cummings
Headteacher	Mark Saxby
Date of previous school inspection	11 February 2011
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