

St Luke's CofE Primary School

Spire Hollin, Glossop, SK13 7BS

Inspection dates 26–27 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	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		Good	2

Summary of key findings for parents and pupils

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

- Too many pupils do not make enough progress in reading, writing and mathematics in the Year 4 and Year 5 classes.
- Teaching is not always checking what the pupils already understand and the next steps given in their learning are not always helping them to achieve their very best.
- Subject leaders in English and mathematics have yet to ensure that all pupils make the relevant progress in their subjects.
- When pupils do not make the right amount of progress it is often because they do not understand the relevant English and mathematical targets of which they are capable.
- Although many teachers mark books in a way that helps pupils to do better next time, not all do.

The school has the following strengths

- The headteacher, and her senior leadership team, have brought about significant improvements since the previous inspection and have strong capacity for further improvement.
- The teaching of mathematics has improved throughout the school and this has raised standards in all years.
- Children in the Reception Year make an outstanding start to their education.
- The school is a very caring and welcoming community and parents feel very strongly that their children are happy and safe at school.
- Senior leaders and an informed governing body have worked successfully to increase the amount of good and outstanding teaching in the school.
- Pupils in Year 6 have made outstanding progress during their time at the school.

Information about this inspection

- The inspectors observed 10 lessons, four of which were jointly observed with the headteacher. A number of small-group activities were also observed.
- The inspectors talked to pupils and listened to them read and looked at work in their books.
- During the inspection meetings were held with senior leaders, subject leaders and the special educational needs coordinator. The lead inspector also had meetings with three members of the Governing Body and a local authority representative.
- The inspectors took account of the 59 responses to the online questionnaire, Parent View and two letters from parents. They analysed the six questionnaires completed by school staff.
- The inspectors observed the school at work and looked at a range of documentation, including its development plans, information on pupils' progress and attainment and evaluation of its own performance. They looked at reports produced by the local authority.
- The inspectors also looked at information on staff performance and records relating to attendance and behaviour, safeguarding and child protection.

Inspection team

Alan Giles, Lead inspector

Additional Inspector

Janet Bird

Additional Inspector

Full report

Information about this school

- St Luke's is a smaller than the average-sized primary school.
- Pupils are taught in single classes in each year group, from Reception to Year 6.
- The vast majority of pupils are from White British backgrounds, with no pupils recorded as speaking English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or through a statement of special educational needs is well below average.
- The proportion of pupils known to be eligible for the pupil premium is well below average. This funding is to support looked-after children or known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching, especially in Year 4 and Year 5, so that it is consistently good or better by:
 - keeping a close check on pupils' understanding during lessons, so the difficulty of work can be adjusted to make sure they always maintain good progress
 - giving pupils more guidance on how well they are reaching their attainment targets in reading, writing and mathematics.
 - more robustly checking the progress in pupils' books, so that any who are falling behind or under-achieving can be quickly helped to get back on track.
- Raise achievement in reading, writing and mathematics in Years 4 and 5 by:
 - more accurately using whole-school assessment information to check whether all pupils are progressing as well as they should be.

Inspection judgements

The achievement of pupils requires improvement

- Achievement is not yet good because of inconsistencies in the rate of progress made in Year 4 and Year 5. Progress has varied in these years because the quality of teaching has varied and a significant number of pupils have not reached or exceeded their targets for improvement.
- Test results for Year 2 pupils in 2013 show good levels of attainment and progress in reading, writing and mathematics. Mathematics standards in Year 6 were too low in 2013 and too many pupils did not make good enough progress in reading, writing and mathematics.
- Present Year 6 pupils are on course to exceed the expected and more-than-expected levels of progress in reading, writing and mathematics. These projections are a considerable improvement on the 2013 test results and are a result of much more consistently good and outstanding progress.
- The school is sustaining many years of good progress in Year 1 and Year 2. Presently, the attainment of pupils in Year 2 is above average in reading and writing and well above average in mathematics and they are making good progress.
- The very small numbers of pupils who are eligible for the pupil premium make the same progress and achieve as well as their classmates, but show the same inconsistencies in progress in Year 4 and Year 5. In 2013 there were too few eligible pupils in Year 6 to comment on their attainment without risk of identifying individual pupils.
- All staff are skilful at monitoring the progress of disabled pupils and those who have special education needs. They effectively plan work for them that engages them in learning and improves their confidence and they achieve as well, or in some cases, better than their peers.
- Children enter the Reception class with attainment levels that are below those expected nationally. They make outstanding progress in all areas of learning and regularly use newly acquired literacy and number skills in all their learning activities.
- Reading achievements continue to improve in most year groups. Teacher-guided reading tasks are helping older pupils to read from a wider range of texts to further broaden their skills and understanding. Younger pupils in the Reception class and Year 1 regularly practise their knowledge of letters and sounds to read tricky words.
- Achievement in writing is improving because teachers select exciting themes across all subjects to inspire pupils' imagination to write.
- Pupils are now doing much better in mathematics throughout the school. They use mental calculations effectively and respond positively to the practical challenges given to them and have improved their use of mathematical skills in other subjects.

The quality of teaching requires improvement

- Teaching remains weaker in Years 4 and 5 and does not ensure all pupils make good progress.
- When teaching is not as effective the work in pupils' books too often repeats what has been

done before and teachers give pupils work that is not challenging enough. In some mathematics lessons pupils are capable of doing much harder work. This is not being picked-up when books are marked.

- In some lessons teachers do not keep a close enough eye on how pupils are doing, so are not able to adjust work in response to how they are getting on. This slows their progress.
- Where teaching is more successful, lessons are planned using the information of pupils' previous learning to ensure the next steps are relevant and challenging. In an outstanding Year 6 lesson pupils made excellent progress using unit fractions and percentages in real-life situations.
- Recent initiatives to improve pupils' investigative skills are working well. Pupils respond to mathematical 'challenges' every day, and in all classes use newly acquired mental skills well to calculate difficult problems set for them. This is raising attainment in mathematics.
- Children in the Reception class thrive in a well-resourced environment which inspires them to write, read and use their number skills on a daily basis. As 'fossil hunters' they excitedly explored both indoors and outside. They make outstanding progress in all areas of learning.
- Pupils told inspectors that lessons are fun and that they like using all the equipment in mathematics and having targets to aim for. They also said they enjoy reading each other's work and being involved in practices to check whether they have understood what is being taught.
- Pupils enjoy their learning in a range of topics that cover more than one subject. Year 3 pupils improved writing and numeracy skills when describing Aztec masks. Year 1 pupils have made good progress in their English by writing and reading their 'daily news.'
- Pupils' work is marked on a regular basis and the feedback given is constructive. In some cases teachers do not take advantage of the opportunity to use marking to help pupils understand whether they have reached their targets or by giving them tips on the next stages in learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Parents consider the school to be a happy and safe community. No disruptive behaviour was observed at any time during the inspection with school records showing that this is typical.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of the actions and effects of bullying, including e-bullying, and say that there is no bullying behaviour in the school. Isolated cases of alleged bullying in the school records are sensitively dealt with and the school offers excellent support to those pupils and parents involved.
- The positive attitudes of pupils are clearly evident in the number of personal responsibilities they are given, for example as playground buddies and involvement in the pupil parliament and the very high numbers that participate in after-school activities.
- Pupils talked excitedly to inspectors about their achievements and their enjoyment in lessons. This pride is shown in their above-average attendance and confirmed in the Parent View

questionnaire where the vast majority of parents believe that their children are happy and make good progress.

- On some occasions, when teachers give over-lengthy instructions or their work becomes too easy or repetitive, some pupils lose focus and become restless.

The leadership and management are good

- The headteacher successfully checks strengths and weaknesses in the school. These procedures have significantly improved standards in mathematics to be in line with the previously improved reading and writing standards.
- Leadership at all levels is improving. Subject leaders are checking how well measures are working to achieve high standards in literacy and numeracy in their areas. Day-to-day checking has been largely successful.
- In Year 4 and Year 5, although there have been a number of joint actions with the local authority to accelerate the progress of lower ability pupils, checks have not been totally successful. Some teaching in these years has not been monitored regularly enough, especially by checking work in books, resulting in a slowing of progress for some pupils in the later part of the school year.
- Initiatives to improve the way the school collects information on pupils' progress have proved mostly successful. Progress meetings between leaders and teachers are used well to accelerate the progress of pupils who need extra help, or further challenges, in their learning.
- Leaders have identified and acted upon the need to improve teaching and much is now good or outstanding. Senior leaders identify teachers' strengths and weaknesses using a range of evidence and have a good understanding of the progress they are making and what training is needed. Inspectors observed their accurate judgements on the quality of lessons during the inspection.
- The deputy head is an outstanding leader in the Reception year and accurately assesses children's abilities when they enter school and continues to monitor them well as they move through Year 1 and Year 2. This has ensured a substantial trend of high standards and good achievement in these years.
- The school has received valuable support from the local authority in assisting the monitoring of teaching and achievement. It has also helped to carry out the training that has been critically important in raising standards in mathematics throughout the school.
- There are strong links with parents and the community. Parents report positively on arrangements for their children to join the Reception class, about good newsletters, approachable staff and the wide range of clubs.
- Teaching programmes are enriched by developing topics to teach literacy and numeracy skills through other subjects and by the use of visitors to school and by visits to places of interest. Pupils talk avidly about team building on residential courses and the excitement of links with schools in Africa and Sri Lanka.

- The school has very effective procedures to listen to pupils' views about their learning as part of leadership actions to improve individual achievement and personal development. This promotes equal opportunities successfully and ensures there is no discrimination within the school.
- The school is spending its sport funding on additional coaching expertise and a fuller participation in sporting competitions in the local area. Teachers learn from these coaches to improve their own teaching and a large number of pupils benefit from the funding by accessing an extensive range of external sporting activities.
- **The governance of the school:**
 - The governing body has been decisive in bringing about the necessary improvement.
 - Governors now have a good understanding of the school's strengths and weaknesses and ask some tough questions of the senior leadership team as part of their involvement in shaping improvement plans.
 - The governors form part of the procedures to check teaching but they have not yet asked specific questions about areas of under-achievement.
 - The governors have a broad range of skills and expertise and use these well to oversee the financial and business planning of the school and to review the performance of teachers.
 - The governing body rigorously oversees and monitors the impact of the spending of the pupil premium and sports funding
 - Governors make sure that all safeguarding arrangements are secure to keep pupils safe.

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	431602

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 controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Tom Rank
Headteacher	Alice Littlehailes
Date of previous school inspection	27 September 2012
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