

St Luke's CofE Primary School

French's Road, Cambridge, CB4 3JZ

Inspection dates 3–4 December 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Leaders, managers and governors have worked well together to improve teaching and raise achievement since the previous inspection. This has resulted in the school becoming good.
- Children make rapid progress in the early years because of extremely good teaching and excellent leadership.
- Standards are rising at the end of Key Stage 1 and Key Stage 2. Pupils achieve well from their different starting points.
- Teaching is good and some is outstanding.
- Most teachers give pupils helpful feedback about how to improve their work.
- The school is very inclusive and makes sure all pupils are treated equally. It is particularly effective at supporting those pupils who face a range of difficulties in their everyday lives.
- Pupils behave well and say that they feel very safe in school. All parents who responded to Parent View or spoke to inspectors said that their children are happy and safe.
- Governors have a good understanding of the school's strengths and areas to improve and hold leaders to account effectively.

It is not yet an outstanding school because

- There is some variation in the quality of presentation in pupils' work as they move through Key Stage 2, as well as in the amount of work pupils are expected to complete in different classes.
- Occasionally work is set that is too easy for some of the pupils, including the most able, and this sometimes affects their levels of concentration and slows their progress.

Information about this inspection

- The inspectors observed 20 lessons or parts of lessons, including nine jointly with the headteacher or deputy headteacher. The lead inspector also attended a whole-school assembly.
- Members of the inspection team heard pupils read and, with the deputy headteacher, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and subject materials, evidence of the school's partnership work and information for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff, the Chair and Vice Chair of the Governing Body and six other governors, and with a representative from the local authority.
- The inspectors took account of the 65 responses to the online questionnaire, Parent View. They also spoke to parents who requested to see them and considered emails and letters from parents.
- The inspectors considered the 24 staff questionnaires that were completed.

Inspection team

Nick Butt, Lead inspector

Additional Inspector

Renuka Popat

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. There is one class in each year group.
- Almost three fifths of pupils are from a range of minority ethnic groups, which is above average. Almost half speak English as an additional language. This is also above average.
- An above average proportion of pupils joins and leaves the school outside the normal times.
- Just over one fifth of pupils are supported by the pupil premium (additional funding, which in this school, supports pupils known to be eligible for free school meals). This is below average.
- Around a quarter of pupils are identified as disabled or having special educational needs. This is above average.
- Children attend full-time in the Reception class.
- The school meets the current government floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Key Stage 2.
- The school hosts pre-school provision, which is privately run and inspected separately.

What does the school need to do to improve further?

- Make teaching outstanding by ensuring that:
 - all teachers in Key Stage 2 have equally high expectations, both of the quality of presentation of pupils' work and of the amount they are expected to complete
 - pupils are always given work to do that is at the right level to hold their attention and challenge them and is not too easy.

Inspection judgements

The leadership and management are good

- The headteacher and deputy headteacher work very well together to promote the school's inclusive ethos which welcomes all pupils unconditionally, whatever their backgrounds or circumstances. They have set out a clear vision that drives improvement, particularly in teaching and achievement, since the last inspection. Their high expectations of all members of staff mean that all teachers and other adults understand their roles and are held accountable for their work.
- Arrangements for overseeing and improving the performance of staff work well. Leaders take teachers' impact on pupils' achievement fully into account when assessing their quality. There are good training opportunities available for teachers to help them improve their skills and subject knowledge.
- Middle leaders are effective in improving their areas of responsibility. They have a good knowledge of what works well and what still needs to be done. They have been instrumental in ensuring that marking and feedback are more consistent across the school. This means that most pupils are very clear about how to improve their work. However, there remain some differences in expectations in some classes in Key Stage 2.
- While the leadership of teaching is good, leaders have identified that some teachers do not always set work at the right level for pupils.
- The pupil premium is used effectively to ensure that all eligible pupils achieve well. The school keeps careful records of the progress made by individual eligible pupils and checks very closely to make sure they are not at risk of falling behind.
- The strong leadership of the inclusion manager ensures that all groups of pupils, including disabled pupils, those who have special educational needs and those who speak English as an additional language, are supported well. In general, the most-able pupils are given equally good support, although there are a few occasions when their progress is allowed to falter. Pupils joining the school late are given good support so that they quickly settle into the school's routines and quickly begin to make the same progress as the others. As a result, the way the school promotes equality of opportunity is a particular strength. It fosters very good relations with the local community, parents and outside agencies. A parent said, 'We're like one big happy family!'
- Leaders have ensured that the school is a harmonious place where pupils behave well and consistently strive to do their best. A good example of the school's positive ethos was the Christmas Fair, which was running during the inspection, when the school and wider community all came together to raise funds for the school. Pupils and former pupils, parents, governors and staff all helped out and had an enjoyable time.
- The quality of the curriculum is good. Pupils find the range of subjects and themes stimulating and fun. They have a good understanding of different faiths and cultures and celebrate their diversity. They know that discrimination of any kind is not tolerated. They embrace the school's Christian values of tolerance and understanding and are well-prepared for life in modern Britain.
- The curriculum is enhanced by a good range of visits, visitors and clubs. Pupils make the most of all that Cambridge has to offer as a historical, cultural and artistic centre and regularly go on residential visits. Consequently, the curriculum promotes pupils' spiritual, moral, social and cultural development well.
- The school ensures that all safeguarding requirements are fully met and are effective in keeping pupils safe. This includes rigorous checks on all those coming to work at the school.
- The primary physical education and sport premium is spent effectively on providing specialist coaching for pupils and training for staff, for example in gymnastics. Additional clubs, such as girls' football, are encouraging more pupils to participate in sport.

- The school has received good support from the local authority, particularly in regard to supporting leaders in assessing the school's effectiveness

■ The governance of the school:

- Governance is effective. Governors have a good understanding of the quality of teaching. They know how leaders are using the management of teachers' performance to set challenging targets for them and ensure that pay progression is linked to success in raising pupils' achievement. They know how the school will set about tackling any underperformance among staff, should it be necessary. Governors are linked to key priorities for improvement and keep a close eye on how the school is doing. Their frequent visits ensure that they know what is going on, and have first-hand experience of the school's work.
- Governors have taken advantage of plenty of training so that they are on top of performance information, and understand how well the school's standards compare with those of other schools nationally. They use their knowledge to ask probing questions and challenge senior leaders about the school's work. They ensure that the pupil premium and the primary physical education and sport premium are spent effectively to benefit the pupils and represent good value for money. Governors make sure that all safeguarding arrangements meet requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils have positive attitudes to learning. They are polite and friendly and show respect to one another and to adults.
- Pupils embrace the school's values. They say that behaviour has improved over time and they know about the school's rewards and sanctions. Pupils play well together at break times.
- Pupils enjoy taking on responsibility as members of the school council or as 'play rangers', helping the younger pupils.
- Behaviour is not outstanding because occasionally pupils become distracted if the work is too easy for them.
- Attendance has increased over time and is now above average, reflecting pupils' enjoyment of school.

Safety

- The school's work to keep pupils safe and secure is outstanding. All parents say how safe their children are.
- Pupils say that bullying is very rare, but they know about the different types of bullying, such as cyber bullying. They are confident that adults will help them with any concerns.
- Pupils have an excellent understanding of how to stay safe in a range of situations, both at home and at school. They know all about keeping safe on the internet.
- Pupils whose circumstances might make them vulnerable are very well supported so that they can take a full part in school life. Several parents commented to inspectors about how much they appreciated the way the school is caring for their children. Just one example is the art therapy sessions that the school commissions to help pupils resolve any emotional or other issues they may be facing.

The quality of teaching**is good**

- Most pupils, including those from minority ethnic groups, learn well because the quality of teaching is good and has a positive impact on their achievement in literacy, reading and mathematics.
- Children in the Reception class make rapid progress because consistently outstanding teaching excites them and fires their natural curiosity. They develop early reading and writing skills quickly and sustain their concentration, for example when building a tall tower from construction bricks.
- Positive relationships between adults and pupils encourage pupils to do well. Pupils reflect on their learning carefully as a result of questioning targeted at individuals. They are clear about what they are learning and can explain it to adults. Teachers spot any misconceptions and deal with them straight away.
- Close partnerships between teachers and teaching assistants ensure that the additional help that disadvantaged and disabled pupils, and those who have special educational needs, receive brings real benefits. Teaching staff plan together and evaluate the impact of their work well, so that they can give pupils every support in making good progress. Staff make sure that the needs and achievement of pupils from ethnic minorities and those joining the school at other than the usual times are carefully assessed so that the work they are given is suitable and quickly takes their learning forward.
- In most cases, work is set at the right level and provides sufficient challenge for pupils. Occasionally the work is too easy for some of the most-able pupils and not enough demands are made on them. When this happens they do not make all the progress they could.
- Attractive and stimulating displays of pupils' work, especially in Reception and Key Stage 1, celebrate pupils' achievements and show them how they can improve further by demonstrating what really excellent work looks like. Pupils regularly make use of the information posted on classroom walls to assist them in their studies.
- The work in pupils' books show that children make a rapid start in Reception and good progress continues over time in Key Stage 1, especially in writing. Most pupils take a pride in their work and books are neatly presented. However, sometimes teachers' expectations are not always high enough for some pupils in Key Stage 2, both in terms of presentation and the amount of work they produce.
- A focus on writing creatively has inspired pupils to achieve well. For example, Year 2 during the inspection pupils were asked to think about 'what happened next' when confronted with an empty playground and a swing still in motion. Pupils often receive helpful feedback about how to improve their work. Phonics is taught well so that pupils have the building blocks for reading. The new library is a vibrant resource, centrally located. This encourages pupils to read widely.
- The impact of teaching on learning in mathematics is good. Teachers have consistently high expectations of pupils and give them plenty of opportunities to apply their skills in a range of different contexts.

The achievement of pupils**is good**

- Children join the Reception class with skills that are below what is typical in reading, writing and shapes, space and measures. They make outstanding progress in the early years because of the excellent provision. Staff in the early years have very high expectations which enable all children to thrive.
- In 2014, the published results indicate that a below average proportion of Year 1 pupils met the required standard in the annual phonics check (the sounds that letters make). However, inspectors saw clear evidence that this did not reflect pupils' actual reading ability. Many had problems in the check with the 'nonsense' words and were penalised for trying to turn them into words that made sense. In general, pupils apply their skills in phonics well when tackling real words.
- Consistently good or better teaching in Key Stage 1 means that pupils make good progress. In 2014 attainment was broadly average in reading, writing and mathematics, continuing a rising trend.

- In Key Stage 2 pupils make generally good progress by the time they leave. There is some variation in the progress made across different year groups. In the 2014 national tests for Year 6 pupils, standards were above average in reading and writing and average in mathematics. This picture is different from the published unvalidated figures because some pupils, amounting to 12% of the year group, who joined the school very late and spoke no English, will not be counted when the validated figures are published in 2015.
- Disadvantaged pupils eligible for the pupil premium make good progress in reading, writing and mathematics across the school because they are given additional specialist teaching and other support that are targeted specifically to meet their needs. In 2014 there were too few eligible pupils in Year 6 to comment on their attainment in these subjects without identifying them.
- The school meets the needs of disabled pupils and those who have special educational need well by identifying precisely what support is needed to enable them to progress as quickly as their classmates. Teaching assistants have developed good levels of expertise and provide effective assistance to these pupils as a result of the high quality training they have been given. Activities to promote reading, physical coordination and to plug gaps in mathematics are proving successful in helping these pupils to catch up with their friends.
- The significant numbers of pupils from minority ethnic groups who speak English as an additional language make good progress because staff adapt learning activities to suit them, giving them plenty of opportunities to learn new words and to practise speaking English.
- The most-able pupils are usually challenged sufficiently well by most teaching to ensure they reach the higher levels of attainment by the time they leave. For example, more pupils gained the high Level 6 than nationally in writing and mathematics in 2014, and the proportion reaching the higher levels at Key Stage 1 was above average in writing. Occasionally, in some classes, pupils of different abilities are given the same work to do. This means that the progress of the most-able pupils sometimes slows because, on these occasions, the work is too easy for them.

The early years provision

is outstanding

- Excellent team work among staff ensures that teaching is outstanding and that children are given consistently meaningful and stimulating experiences. For example, children made realistic faces out of vegetables in the style of the artist Giuseppe Arcimboldo. They designed a jumper and made it out of collage materials, matching the finished product to their original design.
- Children have a real thirst for knowledge and are able to sustain their concentration because they are highly motivated. As a result of the many opportunities provided to develop their skills in all areas of learning, they make rapid progress. Their behaviour is outstanding. They follow instructions carefully, and show consideration for one another. When asked to tidy up, they do so without fuss.
- Children are highly valued as individuals and nurtured to grow in confidence so that they take a full part in all activities. Parents are encouraged to support their children through, for example, phonics workshops. There are excellent links between home and school.
- The leadership of the early years is outstanding. Staff keep very careful records of children's progress and make sure that all their individual needs are met. They ensure that children learn in a safe and stimulating environment, both indoors and outside and that they are well-prepared to continue their education in Key Stage 1.

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	452107

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	199
Appropriate authority	The governing body
Chair	Victoria Espley
Headteacher	Steve Down
Date of previous school inspection	23 October 2013
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