

# St Luke's CofE Primary School

Spire Hollin, Glossop SK13 7BS

<b>Inspection dates</b>	17–18 May 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The quality of teaching, learning and assessment is good and, as a result, pupils are making good progress in all year groups.
- The older pupils look after the younger pupils very well, creating a harmonious school community.
- The headteacher leads the school well. She is well respected by parents, staff and governors.
- Leaders have ensured that staff receive good professional development and, as a result, the quality of teaching has improved and is now consistently good.
- The pupils' spiritual, moral, social and cultural development is good. Pupils cooperate with each other very well in lessons and encourage each other to achieve highly.
- Children make an outstanding start to their education in the early years because the staff have very high expectations of the children and consequently attainment is high.
- The school places a strong emphasis on delivering good-quality personal, social and health education. As a result, pupils behave very well in lessons and around school. They are courteous and polite.
- Governors are very committed to the school, attend training and regularly visit to check how the school is progressing. Governors have ensured that the school has improved since the previous inspection.
- The school offers numerous extra-curricular clubs which are well attended by pupils.

### It is not yet an outstanding school because

- Pupils' ability to write at length, use imaginative vocabulary and spell age-appropriate words is not as well developed as it should be.
- The proportion of disadvantaged pupils achieving above age-related expectations is not as high as other pupils in the school in some year groups.
- Leaders do not always set measurable success criteria by which they can judge if the actions they have taken have been effective.
- Not as many girls achieve above age-related expectations in mathematics as boys.

## Full report

### What does the school need to do to improve further?

- Improve leadership and management by:
  - ensuring that there are measurable success criteria by which leaders can judge if actions taken have been successful or not
  - analysing the impact of pupil premium spending more closely to ensure that more disadvantaged pupils make faster progress and achieve above age-related expectations.
- Improve the quality of teaching and learning to raise pupils' achievement by:
  - improving pupils' spelling ability by enabling them to have strategies to learn spellings appropriate for their ages
  - increasing the opportunities for pupils to write extended pieces of writing to develop their composition skills and use of ambitious vocabulary in key stage 2
  - raising girls' confidence in mathematics so that more achieve above age-related expectations.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher is very enthusiastic about the pupils' learning and has created an ethos where all pupils' talents are celebrated. As a result, the pupils are very positive about their learning and respect all adults who work at the school.
- The headteacher is well supported by the senior leadership team. Continuous professional development for staff is a high priority and currently four teachers are studying externally accredited courses. Consequently, the teachers are leading good-quality training for staff and the quality of teaching is improving. The staff survey showed that staff morale is high. One staff member wrote, 'I feel respected, supported and challenged.'
- Pupils make good progress through the school and outcomes at the end of key stage 2 have risen since the previous inspection in reading, writing and mathematics to be just above the national outcomes in 2015.
- The school promotes British values well. Pupils learn about national democracy through electing members to their own pupil parliament. The parliament has a prime minister, deputy prime minister and a chancellor of the exchequer to manage a small budget and develop ideas to improve the school. Pupils are tolerant of others who may have different backgrounds from their own, stating quite clearly that they do not judge people. As a result, pupils are well prepared for life in modern Britain.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Older pupils enjoy the responsibilities given to them to look after the younger pupils. Each child from the Reception class is buddied with a pupil from Year 6 to help them settle into school. A range of visitors have enhanced the pupils' spiritual development: for example the first female bishop, the Right Reverend Libby Lane, visited the school. Pupils learn about Christian values and are able to reflect on their beliefs. They also learn about other faiths, for example Islam, during their regular religious education weeks.
- The curriculum is broad and balanced and pupils achieve well in a range of subjects. Science has a high priority and pupils are able to plan investigations and write scientific explanations using the correct vocabulary. Pupils are enthusiastic about learning French and are successfully learning nouns and verbs and using these to speak in sentences. The arts has a strong focus and pupils participate in the National Gallery's 'Take One' scheme. Teachers have planned cross-curricular activities using the painting, A Roman Triumph, by Peter Paul Rubens. Year 6 pupils learned about perspective and were completing mathematical challenges involving ratios. A range of extra-curricular clubs, including homework, gardening, science, computing and drama are well attended and support the pupils' learning. As a result, pupils are making good progress in a range of subjects.
- Leaders have been largely successful in reducing the gaps in attainment between disadvantaged pupils and others in the school. At key stage 1, disadvantaged pupils for the past three years have attained at age-related expectations in all subjects. However, very few pupils attained the higher Level 3 in any subjects. Current school information shows that this gap will close this year. Disadvantaged pupils have made good progress through key stage 2. Current school information shows that there are no gaps between the achievement of disadvantaged pupils and others at age-related expectations in all subjects. However, the information shows that not as many disadvantaged pupils are achieving above age-related expectations compared with their classmates.
- The sports premium is used to employ sports coaches to help develop teachers' expertise to teach physical education (PE). As a result, the pupils' achievement in PE has improved. In addition, pupils' participation in sports has increased through the provision of extra-curricular clubs, including a cross-country running club and gymnastics.
- **The governance of the school**
  - Governance is good because governors have successfully challenged and supported the headteacher to address the areas of improvement following the previous inspection. The chair of the governing body and the two chairs of the sub-committees are very knowledgeable and hold the headteacher to account. As a result, all teaching is now good or better.
  - Governors use the advice of an external adviser to set the headteacher's performance management targets and closely scrutinise the performance management of teachers to ensure that only good performance is rewarded.

- Governors have a wide range of expertise and regularly attend training to ensure that they challenge and support school leaders to further improve the school. The chair of the governing body visits the school each week and organises a computer club. Other governors regularly visit the school to talk to pupils and staff about the curriculum and report back to all governors. As a result, the school is improving.
- Governors know how the pupil premium funding is being allocated and have compared the outcomes of disadvantaged pupils with other pupils nationally. Consequently some gaps have closed.
- The monitoring of the school improvement plan is not as rigorous as it could be because there are not always measurable targets by which governors can judge if leaders' actions have been successful.
- The arrangements for safeguarding are effective. All staff have received the appropriate safeguarding training. An annual audit of safeguarding is signed off by the full governing body to ensure that the school is up to date with the latest guidance. School leaders know the families well and work well with the local multi-agency team to meet the needs of the pupils. Records are stored securely. Appropriate checks are completed on all staff before they are employed by the school. Staff complete risk assessments for on-site and off-site activities and these are reviewed annually or as appropriate. The site is well maintained and kept very clean by the caretaker who is an asset to the school. All parents who completed Ofsted's online questionnaire, Parent View, said their child is safe at school.
- The local authority has provided good support for the school and, as a result, the school has improved. The support has included joint monitoring of lessons to quality assure leaders' judgements on the quality of teaching and learning.

### **Quality of teaching, learning and assessment is good**

- The quality of teaching in key stage 2 has improved since the previous inspection and is now consistently good or better. As a result, most pupils are making good progress in all year groups.
- Teachers have established very good relationships with pupils and, as a result, pupils want to learn. In a Year 3 lesson, pupils were eager to contribute adverbs to compose poetry and share their ideas with others in the class. The teacher's praise was very specific and this motivated the pupils to work hard and achieve well. Pupils know their next steps in learning and peer mark each other's work to a good standard. As a result, pupils have positive attitudes to their learning.
- Skilful teaching in key stage 1 encourages a thirst for learning among pupils in all curriculum areas, particularly geography. In a Year 1 lesson, the teacher had used the Roman Triumph painting to encourage pupils to independently research the wild animals that were in the picture using age-appropriate non-fiction books. This led to some impressive drawings, labels and research about the animals by pupils. Pupils were then encouraged to locate where the animals originated from on a world map. A teaching assistant skilfully ensured that pupils used their phonics skills to read the names of countries. In addition, she introduced the concept of earth being a sphere shape and pupils had to locate the same countries on a globe. The pupils were highly enthused and achieving well.
- Scrutiny of pupils' work shows that pupils are writing in a range of genres covering many curriculum areas. Year 6 pupils have written an extended explanatory text about the heart. However, pupils' ability to spell age-appropriate words is not as good as it should be. Furthermore, opportunities for pupils to write extended pieces of writing is inconsistent and therefore pupils' ability to compose longer pieces of writing is not as well developed as it should be.
- The school regularly reviews the progress of all pupils and provides intervention groups for reading, writing and mathematics for those pupils at risk of underachievement. As a result, more pupils are achieving at age-related expectations in all year groups.
- Teaching in the Reception class is outstanding. The teacher has very high expectations. She identifies and plans the children's next steps in their learning to enable them to achieve highly by the end of the year.
- Phonics is well taught. Pupils use their phonics knowledge well when reading unfamiliar words in their reading books. As a result, pupils read well.
- Pupils' reading comprehension skills are developed through group reading in all classes and skilful questioning by teachers. In Year 2, the teacher extended pupils' understanding of the text by checking if they understood the vocabulary and encouraging pupils to explain it in their own words. When the teacher asked if pupils understood the word 'mission', one pupil replied, 'It's like a goal.' Because of good questioning by adults, standards in reading are good throughout the school.

- In mathematics, most pupils make good progress through regular opportunities to problem solve and reason about number. In Year 5, the most-able pupils were challenged to use their knowledge of angles to solve problems. However, girls do not achieve as well as boys at the higher levels of mathematics.
- Pupils complete topic homework in their learning logs. In addition, pupils have reading, spelling and mathematics homework, although the frequency of homework varies through the school.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. Pupils have the attributes to be successful learners. They respond well to challenges within lessons, work collaboratively and are self-motivated to complete the tasks set. In a Year 6 lesson, pupils worked collaboratively to solve ratio and proportion problems and were willing to share and listen to each other's strategies.
- Pupils are encouraged to participate in physical activities. The school has a link with the local cricket club and many pupils attend coaching at the cricket club. The school participates in local school festivals and tournaments, has recently won the High Peak schools tag rugby competition and will compete in the county finals. However, leaders have not analysed if all groups of pupils have increased their participation in sporting activities.
- Pupils have a good understanding of cyber bullying and know how to stay safe online. Pupils have confidence that staff at the school will help them if they have a problem with bullying.
- Pupils take great pride in attending the school and strive to achieve the awards for good learning. However, some pupils do not always take care to present their work to a high standard in their books which can cause errors, particularly in mathematics.

### **Behaviour**

- The behaviour of pupils is good. Pupils conduct themselves well around school and in lessons. Pupils follow the teachers' instructions readily and, as a result, no learning time is lost.
- Pupils acknowledge the people who help them and have written eloquent thank you letters which are on display in the school's entrance hall. In addition, the older pupils act as buddies on the playground and are very caring to the younger pupils when they require some help. Consequently, pupils show high levels of respect to each other and to adults.
- Pupils recognise within lessons that they have learning tasks to do and they take responsibility for completing those tasks independently. Pupils have developed good learning habits and achieve well. Occasionally, a few pupils lose interest in their learning which slows their progress.
- Attendance overall is good. The attendance of disadvantaged pupils is slightly below that of other pupils. The attendance for other pupils is high. The school works well with the small number of pupils whose attendance is not good and the attendance of this group has improved. A small minority of pupils are not punctual. The school has identified this issue and is currently working to improve the situation.

## **Outcomes for pupils are good**

- Since the previous inspection, outcomes at the end of key stage 2 have risen considerably in all subjects and are now good. However, outcomes for English grammar, punctuation and spelling dropped markedly in 2015. The school recognised that it was the pupils' low spelling ability which affected the outcome.
- Outcomes at the end of key stage 1 have been broadly in line with national outcomes for the past few years. Current work in pupils' books shows that pupils are making good progress in Years 1 and 2. Pupils make good progress through key stage 2 from their starting points and achieve just above national expectations in reading, writing and mathematics. As a result, pupils are well prepared for their next stage of education.
- Close scrutiny of pupils' work through the school shows good progress across the curriculum, particularly in science and religious education.

- Disadvantaged pupils are achieving as well as other pupils across the school at age-related expectations in all subjects. However, the school's current information shows that the proportion of disadvantaged pupils achieving above age-related expectations is smaller when compared with other pupils in most year groups.
- The most able pupils make good progress through the school. The proportion of pupils who attained the higher Level 5 in the end of key stage 2 assessments was broadly the same as other pupils nationally in reading, writing and mathematics. However, the proportion of girls achieving Level 5 in mathematics was lower than other girls nationally and lower than boys in the school. Current school information also shows that not as many girls are achieving above age-related expectations in mathematics as other pupils.
- Current school information shows that the progress of pupils who have special educational needs or disability are making similar progress to other pupils in the school in reading, writing and mathematics. The proportion of pupils achieving at age-related expectations is slightly smaller in writing than for reading and mathematics. The school provides a range of intervention groups to increase the progress of this group of pupils and the coordinator for special educational needs monitors this closely. As a result, pupils are making good progress from their starting points.
- Outcomes for the Year 1 phonics check in 2015 were high for all groups of pupils and well above the national average. Pupils' current progress is also good and outcomes are expected to remain high.

## Early years provision

## is outstanding

- The teaching in the early years is outstanding. Children make excellent progress from their starting points and outcomes at the end of this key stage are high for all groups of children compared with national outcomes. Children are very well prepared for Year 1.
- The curriculum meets the children's needs well. Skilful questioning by adults challenges children to extend their thinking. When some children were building a temple, they were encouraged to make a design first and use this to build their temple. Other children were researching about elephants, finding out what they eat and writing down their findings.
- The children develop excellent attitudes to learning and are very willing to complete their tasks independently. Groups of children made vegetable tarts using pictorial instructions on the wall without any adult supervision. The children worked collaboratively and the outcomes were good.
- The curriculum prepares children well for life outside the classroom. For example, adults gave the children money to spend at a local garden centre to buy sunflower seeds. They had to show the teacher the receipt and hand back the change as well as writing instructions for planting the seeds when they took them home.
- The teaching of phonics is excellent. Teachers challenge the children to read and spell unfamiliar words. The children use their phonics knowledge well to write extended pieces of writing using interesting vocabulary. For example, one child wrote, 'Elmer cooked a barbeque and ate it up.'
- The early years leader assesses the children's progress to ensure that the curriculum meets the needs of the children who may be at risk of underachievement. The leader has prioritised the development of boys' physical literacy this year to help them hold a pencil correctly and be able to write down their ideas. As a result, the boys are much better prepared for Year 1.
- The school has very good links with parents. Before children start, the teacher asks parents a series of questions to enable the school staff to get to know the children. In addition, the early years leader visits the local nurseries or invites the children to visit the classroom. Parents are encouraged to share the children's successes at home. Children settle in quickly to the setting and make an excellent start to their education.
- The school works well with other local schools and moderates children's work to ensure that assessments are accurate. In addition, the early years leader is a lead teacher for the local authority and supports other schools in her work. As a result, the teacher continually evaluates her practice to ensure that it is meeting the needs of all children.
- The school has very good links with a range of external agencies, including the school nurse and speech and language therapists, to meet the needs of specific children and ensure that children make very good progress.
- Paediatric first-aid training is in place and all safeguarding requirements are met.

## School details

<b>Unique reference number</b>	112817
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10011739

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	184
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tom Rank
<b>Headteacher</b>	Alice Littlehailes
<b>Telephone number</b>	01457 852602
<b>Website</b>	<a href="http://www.st-lukes.derbyshire.sch.uk">www.st-lukes.derbyshire.sch.uk</a>
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<b>Date of previous inspection</b>	26–27 June 2014

## Information about this school

- The school is smaller than the average-sized primary school.
- The very large majority of pupils are of White British heritage. There are no pupils recorded as speaking English as an additional language.
- The proportion of pupils for whom the pupil premium provides support is below the national average. Pupil premium funding is provided to support pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

## Information about this inspection

- The inspectors observed parts of 20 lessons, some jointly with the headteacher and deputy headteacher. In addition, inspectors observed the headteacher and deputy headteacher giving feedback to teachers.
- Inspectors looked at pupils' work from every class covering a range of subjects.
- Inspectors met with a group of pupils from key stages 1 and 2 and listened to pupils read from key stage 1.
- Meetings were held with the headteacher; leaders for English, mathematics and science; the leader responsible for early years; the leader responsible for pupils who have special educational needs or disability; three members of the governing body and a representative from the local authority.
- Inspectors spoke to parents informally at the start of the school day and considered the 47 responses to Parent View, as well as 43 responses to the free text service to parents.
- Inspectors also considered the 14 questionnaires completed by members of the school staff.
- Inspectors looked at a range of documentation including: the school's self-evaluation; the school improvement plan; minutes of governing body meetings; the school's most recent information on pupils' achievement; and information relating to teaching, performance management, attendance, behaviour and safeguarding.

## Inspection team

Martin Finch, lead inspector

Joanne Ward

Her Majesty's Inspector

Ofsted Inspector

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