



St Luke's CofE Primary School

Inspection Report

Unique Reference Number 110838
LEA CAMBRIDGESHIRE LEA
Inspection number 278529
Inspection dates 24 May 2006 to 25 May 2006
Reporting inspector Mr. Paul Missin LI

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

Type of school	Primary	School address	French's Road
School category	Voluntary aided		CB4 3JZ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01223 566879
Number on roll	201	Fax number	01223 566879
Appropriate authority	The governing body	Chair of governors	Rev.Philipa King
Date of previous inspection	16 October 2000	Headteacher	Mrs. Mary Barry

Age group 4 to 11	Inspection dates 24 May 2006 - 25 May 2006	Inspection number 278529
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This Church of England Aided Primary School is smaller than most and has achieved an Investors in People and a Basic Skills Quality Mark award. An above average proportion of pupils is eligible for free school meals and the proportion with learning difficulties and disabilities is average. Just over a half of pupils have White British heritage. Bangladeshi is the most numerous of the minority ethnic groups. A high proportion has English as an additional language of which a small number of these are at an early stage of learning. Pupil mobility is higher than in most schools. Attainment on entry is broadly average. The headteacher was appointed from September 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a caring school which gives a satisfactory standard of education to its pupils and provides satisfactory value for money. This is also the school's view. The school has made satisfactory progress since the last inspection and has sound capacity to improve. Important strengths of the school are the way in which pupils' personal and social development are effectively promoted. Parents are supportive of the school and recognise its caring ethos. One told the inspectors, 'This is a deeply caring and sensitive school. I am proud to be part of it'. Leadership and management are satisfactory overall. The recently appointed headteacher has made a good start to her time at school. She has taken time to assess the school's needs and has a clear vision for the school's development but it is now time to accelerate the pace of change. The process of devising the new school development plan has been shared with all relevant personnel but the current draft plan needs to focus more clearly on improving teaching and learning to raise standards and improve the progress pupils are making. Currently, standards attained and achievement are broadly average across the school. However, the needs of more able pupils, especially those in Years 1 and 2, are not being met. Provision and standards in the Foundation Stage are satisfactory. Teaching across the school is satisfactory but there is not enough good or better teaching to ensure that pupils consistently make better all-round progress in their learning. The monitoring of classroom practices by senior staff has not been sufficiently rigorous to raise the overall quality of teaching. A wide range of assessment data is collected but this is not yet being used to give the school a clear view of its effectiveness in enabling pupils to make progress in their learning or to set them improvement targets.

What the school should do to improve further

- Improve the use of assessment data to give the school a clearer view of the progress made by all groups of pupils and to set challenging targets for improvement. - Improve teachers' planning to ensure activities are more closely matched to the abilities of all pupils in the class. - Strengthen leadership and management by ensuring that the quality of teaching and learning is monitored more rigorously and that school improvement planning is more clearly focused on raising the standards pupils achieve including the more able in Years 1 and 2.

Achievement and standards

Grade: 3

Achievement is satisfactory overall; across the school, pupils attain broadly average standards. On entry, most children are at average standards. Most children make satisfactory progress in the Foundation Stage to reach average standards when they begin Year 1. Progress continues to be satisfactory in Years 1 and 2 and in Years 3 to 6, where pupils also reach broadly average standards. Where teaching is strong pupils make good progress, but this very effective teaching is not seen consistently across all phases. The school's new approach to phonics teaching is having a positive impact

on the improvement to standards evident recently in Year 2. The value added to pupils in Year 6 in 2005 was better than in most schools, but the school is insufficiently clear whether this will be maintained in 2006, and of the effects of the high levels of mobility. Pupils are on track to meet their targets, which are set at average levels. However, the more able pupils, especially in Years 1 and 2 are not making the progress that they should. Pupils with learning difficulties and disabilities make good progress towards their own learning targets. Recently there have been a growing number of children entering the school who do not have English as their home language and those learning English as an additional language achieve satisfactorily.

Personal development and well-being

Grade: 2

Pupils have positive attitudes to learning and are keen to succeed. They are well behaved in lessons, when moving around the school and at playtimes. They are willing workers and are eager to please their teachers. They enjoy their lessons. Although attendance rates are lower than those found in most schools, the school is working very hard to promote good attendance and discourage lateness. Pupils' spiritual, moral, social and cultural development is good. They work and play happily together and make sure that nobody is left out of playground activities. They have a keen sense of justice and fair play. Pupils report that any incidents of bullying are dealt with swiftly. Because of these features, they appreciate that they are all valued members of the school community and they take their responsibilities seriously. Pupils know that a balanced diet and regular exercise helps them to stay healthy. They know about the misuse of drugs and that they should be wary of strangers. Pupils have soundly developed basic skills in reading, writing, numeracy and information and communication technology (ICT) that provide a satisfactory foundation for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory but is too inconsistent across the school. Where teaching is strongest, teachers involve and challenge pupils well and they make good progress. The teaching of pupils with learning difficulties and disabilities is good. The teaching of word and letter sounds is done well and this is beginning to raise standards in English. The teaching and support of pupils with English as an additional language is satisfactory. Where teaching is less successful, the pace of lessons is slow and teachers' planning does not show clearly enough the work planned for pupils of all differing abilities in the class, particularly the needs of more able pupils, and especially in Years 1 and 2. Assessment procedures are satisfactory. A good amount of assessment detail is collected especially to record pupils' progress in literacy. This information is then used well to plan for further reinforcement work where it is needed. However, across the school, data are not yet used to provide a

clear view of the trends in attainment or to set clear developmental targets to raise the standards pupils achieve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall with some strengths. Appropriate emphasis is placed on the provision of basic literacy and numeracy skills. The effective whole school focus on improving phonics teaching and well organised literacy intervention programmes are helping to raise standards. However, revisions to the curriculum in the light of national initiatives such as the Primary Strategy (Excellence and Enjoyment) have not yet been completed. The provision of enhancements and extra-curricular activities is very good. The promotion of different performing arts is a strength of the school. Visits are undertaken to places of local geographical and historical interest. Visitors to the school, such as during the Roman day observed during the inspection, provide great interest and enjoyment. Effective use is made of local facilities such as fire brigade, police and community health to develop pupils' appreciation of the local community.

Care, guidance and support

Grade: 3

Pupils are well cared for. They have good relationships with staff and know that they will be listened to if they are worried or are having difficulties. Child protection procedures are in place and good attention is paid to ensuring children's health and safety. Pupils report that they feel safe and secure in school. Pupils who have learning difficulties and disabilities are identified rapidly and good support is put in place. Guidance is broadly satisfactory. Pupils have some general learning targets in literacy and numeracy. However, they often lack specific detail and pupils are not always sure what they have to do to achieve the next stage in their learning. Teachers share information with parents about children's progress and good plans are in place to make better use of assessment information and to help parents in supporting their children's learning.

Leadership and management

Grade: 3

While leadership and management are satisfactory overall, the leadership of the headteacher is good. She has established a clear sense of purpose and created an environment in which staff and governors increasingly contribute to the school's development. She has high aspirations and is clearly demonstrating the ability to take the school forward. However, much of what has been started has yet to have a full impact. The capacity for further improvement is sound. The school has satisfactory systems for checking how well it is doing, and agrees with the inspection team that it provides a satisfactory quality of education. Although the draft school improvement plan correctly identifies key priorities for development, the school recognises that, in

the current version, these are insufficiently focused on raising standards. The school has made an appropriate start in introducing improved assessment and planning information to help the newly appointed senior leaders take a more precise role in evaluating standards and provision. Partnerships with local schools and with support agencies are effective in ensuring that all pupils are given equal opportunities and are appropriately supported. Governance is satisfactory. Following training, governors are appropriately involved in helping the school to maintain its improvement. Financial management is effective and suitable care is taken to ensure that the money available is allocated to the areas identified as priorities. Value for money is satisfactory.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for your warm welcome when my colleague and I visited the school recently to see how well you are doing. We saw how well you behaved in class and around the school and how lunch times were well organised and orderly. You told us how much you liked school. We saw how enthralled you were to prepare and share the Roman banquet while we were in school. We think your school is a very caring school. You were very welcoming to visitors and wanted to tell us about all the things you had been doing. We noticed how some of you shared your thoughts and feelings very confidently in class discussion. We think that most of you make progress in your learning but for some, it could be better. Teachers keep some detailed records of how well you are doing but these are not always used well enough to show them how the school is going or to show you what you need to do to be even better. Sometimes activities in class are not closely matched to what all the children need. Your headteacher has a clear view of how the school should get better. She, and other senior staff, needs to check carefully on how well teachers and children are doing to make sure that the school is improving quickly enough. We wish you well in the future.