



# St Lukes CofE Primary School

## Inspection Report

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**Unique Reference Number** 134353  
**LEA** Staffordshire  
**Inspection number** 282564  
**Inspection dates** 12 June 2006 to 13 June 2006  
**Reporting inspector** Marion Thompson AI

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

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<b>Type of school</b>	Primary	<b>School address</b>	New Penkridge Road
<b>School category</b>	Voluntary controlled		Cannock
<b>Age range of pupils</b>	3 to 11		Staffordshire WS11 1HN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01543 510230
<b>Number on roll</b>	480	<b>Fax number</b>	01543 510 231
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Elizabeth Gooch
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Ms Jane Roberts

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by a team of three Additional Inspectors.

## Description of the school

St. Luke's School opened on two sites as a large primary school in January 2005, following the amalgamation of a nursery, an infant school and a junior school. It moved on to one site in September 2005. Most pupils are of White British origin and very few pupils are entitled to free school meals. The number of pupils with learning difficulties and disabilities is below average. When children start Nursery they have the levels of skills and knowledge that are typical for their age.

## 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 satisfactory and rapidly improving school. The inspection team's findings support the school's own evaluation. The headteacher provides very good leadership, focused on raising standards and promoting a Christian ethos. As a result, pupils' spiritual and moral development is excellent and behaviour is exemplary. The headteacher has developed a team with common values and priorities that are strongly supported by parents and governors. As a result, standards are rising and pupils are making better progress.

By Year 6, pupils reach above-average standards. Achievement is satisfactory overall, but very uneven. It is rapid in Nursery and Reception and Years 5 and 6 as a result of good provision and stimulating teaching. Progress in Years 1 to 4 is satisfactory, but some higher- and lower-attaining pupils do not achieve as much as they should in English and mathematics. This is because teaching, although satisfactory in these year groups, does not meet the learning needs of all children. Achievement in science is good throughout the school.

Pupils' good personal development is promoted by the good care and support adults provide. Children enjoy school and the very good range of extra-curricular activities offered. Authorised absence is above average, mainly as a result of pupils having holidays in term time. Not enough is being done to discourage families from doing this. Pupils work and play with good attention to safety and have a good awareness of how to live a healthy lifestyle. They make a good contribution to the community and are well prepared for the future. The school pays good attention to ensuring pupils' welfare and most aspects of their safety. With the amalgamation of the three schools the role of subject leaders has become more demanding and they have not yet got a clear view of provision across the school. Tracking of pupils' attainment is in the early stages in some year groups and this is another reason why teaching does not always meet the needs of all pupils. The school, which has not previously been inspected, has good capacity to improve. It provides satisfactory value for money.

### What the school should do to improve further

- Continue to raise standards in English and mathematics, particularly for the higher and lower attainers in Years 1–4.
- Improve the quality of teaching to ensure it consistently meets the needs of all children and provides a good level of challenge.
- Implement the plans already in place to improve the skills of subject leaders.
- Work with parents and carers to improve pupils' attendance.

## Achievement and standards

### Grade: 3

Standards are above average and achievement is satisfactory and improving. Currently, the progress pupils make throughout school is uneven. Children make good progress in Nursery and Reception and many reach above-expected standards by the end of

Reception. This is an improvement on last year. Reading skills in particular have improved as a result of the introduction of a structured programme of teaching letters and sounds and better provision overall in Reception.

Standards are broadly average at the end of Year 2 and pupils make satisfactory progress. Lower-attaining pupils, who underachieved in English last year, now make satisfactory progress, because of improved teaching of spelling and reading skills. However, higher-attaining pupils continue to underachieve in English, especially in writing, and in mathematics, because work for this group sometimes lacks challenge and focus.

Pupils reach above-average standards by Year 6 and this represents good progress. This is a result of consistently demanding teaching in Years 5 and 6, which is helping pupils to catch up rapidly on previous gaps in their learning, particularly in English and mathematics. Boys' writing has improved tremendously, especially at the higher levels, because the school has successfully motivated them. Progress in Years 3 and 4 is satisfactory, but a minority of higher- and lower-attaining pupils do not make enough progress. The school is successfully targeting groups of pupils with specific needs in English and mathematics in Years 3 to 6 to help them catch up. Standards are particularly good in science and pupils achieve well. Pupils with learning difficulties and disabilities make good progress throughout the school.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. Spiritual, moral, social and cultural development is good, with some excellent elements. Pupils' appreciation of the wonders of the world through science is particularly strong. This was apparent as children marvelled at a Venus Fly Trap plant closing, and were thrilled at seeing new life when chickens were born. Pupils behave extremely well and are very clear about the difference between right and wrong. School is an orderly, busy place where children thrive and feel secure. The consistent promotion of Christian values results in caring, thoughtful children. Pupils' understanding of local culture is good. However, they have limited understanding of the diverse range of cultures represented in Britain today.

Pupils love school, and develop good levels of confidence, because the school values their contributions. In the Nursery and Reception classes, children learn to share and listen to others. School council members take their responsibilities seriously because the school acts on their suggestions, for example, by introducing a system for borrowing playground equipment. Good skills of cooperation and leadership are fostered as children work in groups and teams, developing good skills for the future. Pupils contribute positively to the community, supporting a range of charities and community initiatives such as recycling. They are well aware of how to lead a healthy lifestyle and participate in an exciting range of sporting activities such as the popular Wake and Shake initiative. However, they do not always put what they know into practice. Whilst younger children enjoy fruit each playtime, some pupils in Years 3 to 6 bring sugary snacks. Pupils' good skills in literacy and numeracy ensure that they are well prepared for the next stage in their education.

The majority of pupils attend school regularly but there are too many absences for holidays in term time. The school does needs to work more closely with parents and carers to discourage this.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory, but the quality varies across the school. In Nursery and Reception and in Years 5 and 6, teaching is consistently good and occasionally outstanding. In other year groups it is satisfactory. The teaching of science is a strength throughout the school. All staff have very caring relationships with pupils. Teaching assistants provide valuable support, often for pupils with learning disabilities and difficulties.

In lessons in Years 5 and 6, teachers' expectations of pupils' progress are very high. There is very good pace to learning and thorough planning takes into account the needs of all the pupils. Pupils are clear about what they are required to learn. In a Year 5 numeracy lesson, for example, pupils worked at the limit of their capabilities for a lengthy period, relishing the challenge. However, in some lessons in Years 1 to 4 the pace of learning is a little slow, and work is too hard for the lower-attaining and too easy for higher-attaining pupils.

Assessment is satisfactory but the quality of marking is inconsistent. At its best it gives pupils clear insights into how to improve their work but some marking is too superficial. The school is at an early stage of developing its systems for assessing and monitoring pupils' progress and setting targets.

This is beginning to have an impact in mathematics in particular and pupils are showing an understanding of what they need to do to improve.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good, with some very good features. However, in Years 1 to 4 it does not always provide sufficient challenge for the higher attainers and is not adapted enough to meet the needs of lower attainers. The curriculum in Nursery and Reception is effective in meeting the needs of the youngest children, providing a very good start to school life.

Since the school's opening, staff have been systematically developing and improving the curriculum, making meaningful links between subjects such as science and English. Pupils enjoy curricular events such as a Caribbean Day, Democracy Day and poetry and arts weeks. Older pupils benefit from lessons in French and Italian. Life skills are taught through well-planned personal and social education, effectively helping pupils to learn how to stay healthy and safe.

Enrichment of the curriculum is outstanding. A wide range of visitors and visits, including residential ones, contributes significantly to pupils' personal development. The very good range of out-of-school activities adds to the pupils' enjoyment of school.

## **Care, guidance and support**

### **Grade: 3**

The school's arrangements are satisfactory overall. Good care is a key strength of the school's provision. Those with special problems receive good support to help them to cope well. Pupils with learning difficulties receive good support from well-trained teaching assistants, which ensures that they achieve well. Child protection and most health and safety procedures are good. Pupils willingly approach adults because they listen and sort out problems.

A good start has been made to developing systems for regularly reviewing pupils' progress, especially in mathematics, writing and reading. However, these are at the early stages and are not yet making the impact that they should across the school. In Nursery and Reception, careful records of children's progress are kept and regularly updated. However, these do not show the pace of progress over time and the outcomes are not collated. This means that the information is not yet used to identify overall standards on entry, and how well children do overall in different areas of learning. Transition arrangements for pupils moving to secondary schools and for joining Nursery are good.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher provides a very strong lead in the drive to raise standards. She has a clear understanding of the strengths and weaknesses of the school. Strategies have been introduced that are having a positive impact on standards. Plans for further improvement are good. Parents are overwhelmingly supportive of the school's work and appreciate the commitment of the staff. The school takes good account of their views and has, for example, changed the timing of consultation meetings, at the request of parents.

Some areas of the school are led well, in particular the Nursery and Reception classes. Those staff who manage subjects across the school are not yet in a position to lead developments effectively. For example, monitoring of teaching by subject leaders is in its early stages, so the quality of teaching, learning and assessment is uneven across the school and best practice is not disseminated.

Governance is satisfactory. The governing body is enthusiastic and committed to the school, but as yet in its early stages of development. Financial management is satisfactory. The school has good capacity to improve.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	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	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	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	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

We very much enjoyed our time at your school. You made us feel very welcome. Many of you spoke to us in meetings, lessons and around school, which helped us to get a clear view of your school.

The best things about your school are:

- You make good progress in Nursery, Reception and Years 5 to 6 because you are well taught and enjoy your work. You make satisfactory progress in Years 1 to 4.
- All of you make good progress in science. You are excited by the wonders of the world around you.
- You work hard, understand clearly the difference between right and wrong and really enjoy school. You behave extremely well and show consideration and respect to everyone in school.
- The school provides a wide range of extra activities and you really enjoy these.
- Your headteacher wants you to do your best and is continually working to improve the school for you. She is supported increasingly well by other adults in school and by governors.

We have asked your school to:

- Help you to do even better in English and mathematics by making sure you are taught equally well in all classes, especially if you are very quick to learn or if you sometimes find the work a bit hard.
- Help subject leaders with all the work that they have to do.
- Work with your families to discourage you from taking holidays in school time.