

# St Luke's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	112817
<b>Local Authority</b>	DERBYSHIRE
<b>Inspection number</b>	289420
<b>Inspection date</b>	3 July 2007
<b>Reporting inspector</b>	George Derby

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

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<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 on roll</b>	
School	193
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Hughes
<b>Headteacher</b>	Mrs Amanda Stringer
<b>Date of previous school inspection</b>	25 February 2002
<b>School address</b>	Spire Holin Glossop Derbyshire SK13 7BS
<b>Telephone number</b>	01457 852602
<b>Fax number</b>	01457 852602

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

St Luke's is a slightly smaller than average primary school. It takes pupils from Glossop and the social and economic mix of the area is similar to the national picture. Nearly all pupils are from White British backgrounds and the percentage of pupils eligible for free school meals is below average. This is also the case for pupils learning difficulties, although some year groups, such as Years 5 and 6, have higher proportions than is usual. A small number of pupils have statements of special educational need. The mobility of pupils in Key Stage 2 is high. Attainment on entry is slightly below that typical for the age of the children. A new headteacher took over the running of the school in January 2007 and prior to that there was acting headteacher for two terms.

## 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 school in which parents have a great deal of confidence and pupils enjoy learning. It has grown in popularity in recent years. Pupils' attitudes to school are positive and behaviour is good. Care, guidance and support are satisfactory and there is effective pastoral support for pupils which results in their good personal development and well-being. Pupils grow well in confidence and have a good understanding of healthy lifestyles and how to keep safe. They make a positive contribution to their school, church and local community. The way the curriculum is planned around themes excites the pupils and makes learning meaningful. However, the curriculum is only satisfactory because the lack of computers has adversely affected the development skills in information and communication technology (ICT). Improvement in the planning of personal, social and health education (PSHE) is too recent for its impact yet to be evident.

Leadership and management overall are satisfactory. The new headteacher is making a real difference to this school and she leads it well. She works closely with the senior management team to strengthen their work and impact. The role of coordinators is already being extended, in checking on quality and standards in their subjects. The school is in a satisfactory position to improve further. Staff morale is high and all are contributing and improving their skills to make the school a better place. A highly perceptive and accurate analysis of the strengths and weaknesses of the school by the headteacher has led to decisive action. However, her inexperience has resulted in an overestimate of the school's effectiveness. Pockets of previous underachievement are being eliminated. Assessment and tracking have developed, although the systems are not sufficiently refined. The level of challenge in targets has increased and resources are being significantly improved. Teaching and learning are satisfactory. Teaching and achievement in Reception are good and are satisfactory in the rest of the school. The pupils reach average standards, although a few middle ability pupils do not always make the progress they are capable of. Standards in ICT are not as high as in other subjects. Teachers are making better use of the data they have on pupils' progress but their assessments do not always lead to adjustments in their planning.

An over-cautious approach to the budget has led to a lack of investment and left the school under-resourced in terms of staff and equipment. This is starting to be rectified as a result of the headteacher's intervention. However, value for money is inadequate and governance is unsatisfactory. Some statutory requirements are not met. There is enough help for pupils with learning difficulties which enable them to make satisfactory progress but, until recently, support for other pupils who need help, especially a few of the middle ability pupils, has been lacking. The shortage of computers has meant that it has been difficult to give all pupils the opportunity to learn and make progress. This is all changing. Interim measures are now having an impact. The headteacher and senior team are in the process of producing a short-, medium- and long-term strategic plan for the school's development. The school has made satisfactory progress since its last inspection, especially in developing the thematic curriculum. However aspects of governance, previously identified as weaknesses, including monitoring of standards and progress, holding the school to account, financial management and long term strategic planning, have not improved enough.

### What the school should do to improve further

- Raise standards in ICT and improve the progress made by middle attaining pupils.

- Develop the work of the senior management team and subject coordinators so that they are more closely involved in monitoring pupils' standards and the quality of provision in their subjects, and in strategic planning.
- Improve the systems for tracking of pupils' progress, setting challenging targets and using assessment to better inform planning on a day-to-day basis.
- Ensure that all statutory requirements are met and that governors take a full and active part in monitoring the school's work, in holding the school to account and for strategic planning, particularly financial planning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Children achieve well in Reception because activities are particularly well matched to their needs. By the end of Reception most have attained the expected standards. Standards are generally average by the end of Year 2. In Key Stage 2 mobility is high and not all the pupils who take the tests in Year 6 are present in the school in Year 2. The progress made across Key Stage 2 has been satisfactory and pupils reach average standards in most years. However, in 2004 and 2006, the data suggests that progress was inadequate. The school's tracking system has not aided accurate target setting. Insufficient analysis of trends and patterns has occurred or taken account of pupils' mobility.

Recent analysis by the headteacher shows that, in the past, a few middle attainers have not been set sufficiently challenging targets. New challenging targets for these pupils have now been set. Swift action has been taken to accelerate progress and especially to support boys' writing. Progress overall is currently satisfactory by the end of Year 6 and standards are average in English, mathematics and science. A few pupils underachieve in ICT.

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

### **Grade: 2**

Pupils' attendance is good. Their spiritual, moral and social development is good and the school's Christian ethos underpins all aspects of school life. Pupils enjoy sport and are aware of the benefits of regular exercise. They know how to keep safe and willingly help others, such as through the 'friendship stop', and 'playground buddies'. The school's 'Always' expectations, arrived at in conjunction with the effective school council, encourages the pupils' good behaviour. A few with special educational need have occasional difficulties but these are well managed. Lunchtimes are enjoyable times and the increase in supervisors has led to a calmer atmosphere. Pupils' involvement in the day to day work of the school is good and they make a positive contribution to the local community through fundraising and gifts. Overall, pupils develop sound basic skills and independent learning strategies which stand them in reasonable stead for the future.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teachers have good relationships with pupils and there is a cooperative and productive working atmosphere in most lessons. Pupils are keen learners and teachers in the Reception class and Key Stage 1 work hard at making their teaching really lively and engage the pupils well. Teaching is best in Reception and children learn well. Clearly expressed statements about what different children will learn are assessed well and planning is adjusted to take into account the success of learning. In all lessons across the school, teachers plan work for different groups, although for a few pupils this is too easy or the level of difficulty does not increase fast enough. In a minority of lessons, planning is too focused on what pupils will do and not sufficiently on the precise skills that they will learn.

During lessons, assessment of what pupils have learned is too brief, is insufficiently probing and does not involve pupils enough. The headteacher has already made this a priority for improvement.

### Curriculum and other activities

#### Grade: 3

The curriculum interests and motivates pupils. The themes and topics are well planned and a good range of visits and talks by visitors support pupils' understanding well. The work undertaken has particularly helped pupils' writing skills, includes French, and has a good emphasis on creativity. Cultural and multicultural activities are well integrated as well as those which support pupils' understanding of the importance of healthy lifestyles and keeping safe. Aspects of PSHE have recently been improved and a framework for better planning is in place. There is a satisfactory focus on developing pupils' basic skills, although ICT opportunities have been somewhat limited by the lack of equipment. There is a good range of clubs and after school activities.

### Care, guidance and support

#### Grade: 3

The pastoral care and support for individuals is evident in all the school does. The measures taken for safeguarding pupils are satisfactory and meet government requirements. The setting of targets for pupils is improving and there is now more challenge. Targets are also better related to what different groups of pupils need to do and learn, but this is too new to yet have an impact. Support for pupils with learning difficulties is satisfactory. Tracking systems are improving but do not, at present, provide all the information staff need to have a full picture of pupils' progress.

## Leadership and management

#### Grade: 3

The headteacher has taken decisive and successful action to eliminate the underachievement of a small number of pupils. The work of the senior leadership team is satisfactory. Staff have grown in confidence and have benefited from participation in the leadership programme.

Together with subject coordinators, they have developed their skills since the last inspection. However, few have undertaken monitoring of teaching or learning and not all have kept a sufficient eye on pupil progress. The headteacher and staff team work effectively together and there is a real enthusiasm for further improvement. A sharper focus on learning has resulted from the headteacher's monitoring.

Governance is unsatisfactory. While governors are supportive, in the past, too much reliance has been put on the information received from the school and too little monitoring of the school's work or challenge. However, during the last budget year they found it difficult to gain access to financial data. They are now working closely with the headteacher to target areas for improvement. They recognise that the money must be linked to priorities established from monitoring and evaluation of the school's work. However, governors are still not taking responsibility for developing a strategic plan to improve the school.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

4 July 2007

Dear Pupils

Inspection of St Luke's C of E Primary School, Glossop SK13 7BS

Thank you for taking the time to talk with me when I visited on Tuesday. I was impressed by your keenness for school and how well you got on with one another. You clearly enjoy your lessons and activities, especially the way the topic work sparks your interest in learning and how it has helped you with your writing, especially the boys. You behave well and wear your 'Always' badge with pride. You develop a reasonable range of skills which stand you in good stead for secondary school. Your skills in French really help with this. However, because there are too few computers in the school, some of you do not develop the ICT skills you should.

I think you should know that your new headteacher, Mrs Stringer, has worked out well what needs to be done in the school. Together with the staff and governors, she is really helping it to get better.

In order to improve the school further I have asked the staff and governors to:

- ensure that all of you make the progress you can and to improve your skills in ICT
- ensure that senior teachers and those who are responsible for subjects take a more active part in checking the progress you make and ensuring that you are always taught well
- improve the targets set for you so they are just hard enough to help you make good progress
- make sure that the governors help the school in all the ways that they should.

Best wishes and good luck for the future.

George Derby Lead Inspector