

St Luke's Primary School

Inspection report

Unique Reference Number	102766
Local Authority	Newham
Inspection number	308114
Inspection date	8 July 2008
Reporting inspector	Robert Lovett HMI

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	3-11
Gender of pupils	Mixed
Number on roll	
School	240
Appropriate authority	The governing body
Chair	Ms Margaret Wright
Headteacher	Mrs Theresa Aanonson
Date of previous school inspection	6 June 2005
School address	Ruscoe Road London E16 1JB
Telephone number	020 7476 3559
Fax number	020 7473 0880

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspector evaluated the overall effectiveness of the school and investigated the following issues: how much progress do pupils make in mathematics and how high are standards? How well is questioning used in lessons to improve pupils' learning? How much do pupils enjoy their education? Evidence was gathered from observing lessons, scrutinising pupils' books, reading the school's self-evaluation and other documents, analysing test and assessment results and the responses to the parents' questionnaire. Discussions were held with pupils, the headteacher and deputy headteacher, community police and support officers, a parent, a parent governor and the chair of governors. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence that the school's own self-assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

Description of the school

St Luke's is an average sized school with one class in each year group. It serves an area of high social and economic disadvantage and the proportion of pupils known to be eligible for free school meals is much higher than average. The local community is culturally and linguistically diverse and a high proportion of pupils speak a first language other than English. The number of pupils joining or leaving the school other than at the normal times is high. The school holds a number of externally validated awards including; Healthy Schools, a Green Flag Eco Award, an award for Sustainable Travel, Investors in People, Active Sportsmark, a DCSF Certificate as a Sustainable School and a Primary Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

As pupils rightly say almost everything about this school is outstanding and it succeeds exceptionally well in its published aim 'to be a school where staff, pupils and parents want to be!' The headteacher and deputy headteacher provide excellent leadership and management. They have fostered a powerful sense of shared vision and common purpose among staff, pupils and the wider community. There is a very clear focus on meeting the needs of individual pupils and ensuring all do as well as they can. Systems for tracking the progress of individual pupils are very good although they are not used consistently to provide information about how well some identified groups, such as recently admitted pupils, are doing. Since the time of the last inspection governors have sharpened their understanding of their roles and now play a much more active part in challenging the school to raise standards and ensure very good value for money. Parents and carers are overwhelmingly supportive of the school. The response rate to the parent questionnaire was high and of those who responded, almost all are very positive and mostly unanimous in their praise for the work of the school. Comments such as 'she enjoys every day' and 'he continues to thrive in all subjects' accurately represent the feelings of many. This positive picture is reinforced by pupils who have real pride in their school and are eager to talk about its many strengths. They are particularly proud of its caring, family atmosphere and say its Christian ethos is a significant contributor to its success. Pupils are also very positive about their role in improving the school and point to the impact of the work of the many pupil committees on school improvement. The Eco Group and members of Year 6 have pioneered the sale of fairtrade products in the school and the Safety Representatives talk with enthusiasm about their work with police and community support officers to make Newham a safer place. The school has very well developed links to outside agencies and the local community and is rightly held in high esteem.

Standards by the end of Year 2 have risen steadily and teacher assessments indicate that standards in 2008 are in line with those expected. While there is some fluctuation each year, standards in English, mathematics and science in Years 3 to 6 are broadly average with standards in mathematics rising and progress accelerating. During their time in the school pupils' make outstanding progress in relation to their low starting points on entry and they are well prepared for their future lives. Because the progress of individual pupils is very carefully monitored and the school has high expectations the significant number of pupils who join other than at the usual time also make outstanding progress. Ambitious targets have been set for all pupils and the school's tracking data indicates that almost all are in line to achieve these. Pupils' personal development and well-being are outstanding. The youngest children are beginning to develop their ability to share and play together and enjoy learning in the well planned outside area. Pupils are very conscious of the need to lead healthy lifestyles and have been proactive in working with the school to promote this. Pupils who act as Food Representatives say that school meals are 'healthier and tastier' and Year 6 pupils sell fruit daily with profits being used to support the education of children in Kenya. The school also promotes healthy living through regular exercise both within the curriculum and through the very wide range of out of school learning clubs and activities such as football, rugby, basketball and cheer leading. During lunchtime a wide range of activities are available for pupils and many take advantage of these to play football, cricket and tennis and to skip and run. The school is a very friendly and harmonious community. Pupils are friendly, confident, behave very well, enjoy school a lot and have very good attitudes to learning which is reflected in their high levels of attendance and excellent punctuality. The school prepares pupils very well for their role as global citizens and

provides outstanding education for sustainable development. Members of the School Council say that pupils are active and enthusiastic supporters of Kids Alive through which the school has developed close links with schools in Kenya and Burma. Pupils are also very well prepared for their role as citizens of Newham and citizenship projects such as the Careers Fayre, 'Going Green' and 'My future in Newham' provide very good evidence of this.

Teachers use questioning very well to assess pupils' knowledge and challenge their learning. Pupils listen to teachers and each other with care and attention and work with sustained concentration. Because teachers are supportive and encouraging, pupils are confident and eager to respond. Teachers make very good use of group and pair working, resources are appropriate and well organised and teaching assistants support learning well. Learning objectives are regularly shared and discussed so that pupils know what they have to do and how their progress will be assessed. Teachers know their pupils well and work is carefully matched to their learning needs. Information and communication technology, such as laptop computers and interactive white boards, are used very well to make learning more exciting. The school makes very good use of out of school hours learning, often tailored to meet the needs of individual pupils, to support the curriculum. There is a good programme of visits and visitors to broaden the curriculum further and very good use is made of outside spaces such as the Monet Garden, allotment and wildlife area to promote active learning and care for the environment.

Because of the progress the school has already made and the strength of its vision it has an outstanding capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 1

When children join the Nursery they bring with them widely differing levels of skills and knowledge but most have attainment which is well below the level expected. The communication, social and collaborative working skills of many children are particularly low. Children make very good progress while in the Nursery and Reception classes so that by the time they enter Year 1 many are able to cooperate and play together more effectively, although their communication skills remain below average. The outside learning environment is very well used and children enjoy practical activities.

What the school should do to improve further

- Further develop its systems for tracking the progress of identified groups of pupils.

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Inspection judgements

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

15 July 2008

Dear Pupils

Inspection of St Luke's Primary School, London, E16 1JB

Thank you for making me feel so welcome when I visited your school recently. I was lucky enough to meet with some of your representatives and managed to talk to others of you in the dining hall and on the playground. The things you told me were very helpful in reaching my judgement on how well the school is doing. The good news is that you attend an outstanding school. This will not come as a surprise to those of you I spoke to or to your parents or carers because it matches very well with what they told me.

Yours is a happy, polite, very well behaved and hard working school. The teaching you receive is excellent so you make really good progress. Because you enjoy learning, your attendance at school is very good and you almost all arrive on time. You work together very well and you listen to adults and to each other carefully. You told me you value the fact that St Luke's is a Christian school and you feel that this strengthens the work and life of the school. There is a wide choice of after school clubs and activities and some of these are specially designed to help you improve your learning. There is also a lot to do at break and lunchtimes and it was great to see so many of you playing games and keeping active. Unfortunately I wasn't properly dressed for games so could not join in the cricket (unlike the community support officer who was playing basketball!). You are very well prepared to be active citizens both in Newham and in the wider world. Good links with schools in Kenya and Burma help you understand how others live as well as learning about global issues such as poverty and fair trade.

Your headteacher and others who work in the school are doing an excellent job. They know the school very well and have good plans in place to enable it continue to improve. In order to help the school improve I have suggested that they use their very good systems for keeping track of how well each of you is doing more effectively to keep an eye on how well specific groups are doing. This will enable the school to take quick action if it spots a pattern showing that any of you are doing less well. It also means the school will know when groups of you (such as those who have not been in the school for long) are making really good progress.

I hope you have a great end to the term and a lovely summer.

Yours sincerely

Robert Lovett

Her Majesty's Inspector