

# St Luke's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	105708
<b>Local Authority</b>	Oldham
<b>Inspection number</b>	308926
<b>Inspection dates</b>	7–8 July 2008
<b>Reporting inspector</b>	Kevin Johnson

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	186
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs M Hughes
<b>Headteacher</b>	Mr I Walsh
<b>Date of previous school inspection</b>	7 June 2004
<b>School address</b>	Albion Street Chadderton Oldham Lancashire OL9 9HT
<b>Telephone number</b>	0161 6333253
<b>Fax number</b>	0

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small school. Most of the pupils are White British, although there is an increasing proportion of pupils starting the school who are from minority ethnic backgrounds, most of whom are learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average. The school integrates pupils from special education into mainstream provision. The proportion of pupils known to be eligible for free school meals is well above average. The school was recently awarded the Activemark in recognition of its successful promotion of physical activity. Before- and after-school care is provided on site, but was not part of this inspection. A children's centre, adjoining the school, is being built. It is due to be opened in September 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education for its pupils. They are well cared for and their personal development is good.

Pupils' spiritual, moral, social and cultural development is good. They show caring attitudes towards others and relationships are good. Pupils' behaviour is good and they feel safe in the playground because, they say, 'There is no bullying or racism, we are all friends.' They enjoy school and work hard in lessons. Attendance is satisfactory and is improving because pupils respond well to the incentives the school has put in place. Pupils are fully aware of the importance of keeping to a healthy lifestyle. They are very active during break times because of the range of equipment available and the enthusiasm of play leaders. They appreciate the good range of sports activity planned for them during and after school. Pupils make sensible choices about what they eat and even the youngest know the benefits of 'five a day' with regard to fresh fruit and vegetables. Pupils' contribution to the community is good. The school council gives everyone the opportunity to share their views. Members of the eco-council organise recycling and encourage energy saving. Pupils organise charity fund-raising for example by packing bags at a local supermarket, and maintain strong links with the church and local communities.

Standards are broadly average at the end of Year 2 and Year 6. This represents satisfactory achievement for pupils. There has been a continuous improvement in standards at Key Stage 1 over the last three years to reach average levels generally. Currently, standards in Year 2 in reading and mathematics are about average but they are below average in writing because too few pupils reach levels above those expected for their age. Standards in Year 6 are currently in line with nationally expected levels for their age. This is an improvement on the last three years when standards were below average overall. Although average in mathematics, standards were below average in English and science. This year there has been notable improvement in English by the end of Year 6. The number of pupils achieving a higher than expected level in English has risen but, by contrast, fewer than expected reached the higher level in mathematics.

Pupils who have learning difficulties and/or disabilities make good progress because their provision is managed and monitored well. Their individual learning plans are good and ensure their step-by-step progress. This is monitored closely, along with teaching provision, by the coordinator for special needs. The increasing number of pupils for whom English is an additional language makes satisfactory progress. The school makes every effort, for example by deploying support staff, to target pupils' specific language needs.

The quality of teaching and learning is satisfactory. However, the impact of teaching on pupils' learning is inconsistent across the school. For example, some pupils are encouraged to set their own targets for improvement while others are not sure what their targets are. Relationships between teachers and pupils are good and pupils enjoy their lessons. The curriculum meets most pupils' learning needs satisfactorily but more could be done to provide challenges for the more able pupils, so that they reach the higher levels in mathematics and English. Pupils' personal skills and their social and health education are promoted well and there is a good range of activities to enrich pupils' learning.

The leadership and management of the school are satisfactory. There is good quality pastoral care for pupils. Considerable demands brought about as a result of new building work and the changing intake of pupils to the school have been managed well. The headteacher has set a

clear direction for school improvement and along with senior leaders monitors the school's performance with increasing rigour. As a result, there are positive signs of improvement in achievement and standards overall. The current practice of half-yearly progress reviews rather than a more regular check means that the need to provide further support or challenge for pupils is not identified as quickly as it might be.

The headteacher has gained an accurate overview of teaching quality as a result of monitoring throughout the school and has already identified the need for further support for the teaching of early literacy skills. Teachers' performance management is linked to pupils' progress so that all share the accountability for improved achievement and standards. Inconsistencies in teaching have been identified and action plans designed to tackle them are in their early stages of implementation. More needs to be accomplished for teaching to become at least good in all lessons. Governors are very supportive of the school and take an increasing role in monitoring its performance. For example, they have recently begun to check the progress of a sample group of pupils as they move through the school. They manage finances efficiently to ensure satisfactory value for money. There has been satisfactory improvement overall since the last inspection and the school has satisfactory capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children get off to a good start in the Foundation Stage because provision for them is managed effectively. When children first enter Reception their abilities are generally well below those typical for their age. They make good progress so that by the end of Reception attainment is close to, but below, the expected level for their age. A good selection of activities is planned for children either to work with adults or by themselves. There is a good focus on the teaching of early reading, writing and number skills and children follow these sessions up independently by, for example, browsing in the book corner or playing games of snakes and ladders with their friends. Despite restricted access to the designated outside area because of building work, teachers make best use of the enclosed playground to link children's learning with their physical development. Children's personal, social and emotional development is promoted well. They behave well towards one another, share equipment and are confident learners. All Reception staff share the task of recording children's progress and planning the next steps of their learning. Relationships with parents are very good. Parents are very positive about their children's introduction to school and open dialogue keeps them well informed about their children's progress.

## **What the school should do to improve further**

- Increase the proportion of pupils who achieve higher levels in writing at Key Stage 1 and in mathematics at Key Stage 2.
- Raise the overall quality of teaching and learning.
- Take steps to involve all pupils in assessing their own progress and setting targets.

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

## **Achievement and standards**

### **Grade: 3**

Standards are broadly average in all subjects at both key stages and pupils achieve satisfactorily overall. The standard of writing by the end of Year 6 has recently improved. This is due to the use of a scheme of work, which helps pupils plan carefully and apply their writing skills more successfully. However, standards in writing have faltered at the end of Year 2, with few pupils reaching the higher levels. Similarly, the number of pupils reaching a higher than average level in mathematics at the end of Year 6 falls short of the school's target. Those who learn English as an additional language benefit from the extra help provided and are quickly able to learn and make similar progress to others. Strong provision for pupils with learning difficulties and/or disabilities ensures good progress in relation to their particular needs.

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

### **Grade: 2**

Pupils are very enthusiastic about school. They enjoy lessons and are proud to share their achievements. They are very keen to take part in school performances. Most are conscientious about following a healthy diet and take part in activities such as the 'Walk to School Week' or the competitive tournaments arranged for them in the playground. Pupils respect their Golden Rules, mindful that they focus on things to do in order to promote the best relationships. They fully adopt the school's 'zero tolerance' rule to ensure racial harmony. They learn to look after their personal well-being through working with providers such as the 'Life Caravan' or the emergency services. Pupils are keen to take on additional responsibilities. For example, Year 6 pupils organise the weekly 'team points assembly' and in the past have organised playground events to raise money for resources to use during wet lunchtimes. Pupils develop literacy, numeracy, and information and communication technology (ICT) skills satisfactorily to provide a sound basis on which to build for the future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Although teaching contains some good and outstanding features, the overall quality is inconsistent. This inconsistency accounts for pupils' satisfactory rather than good progress over time. Recent staff development is beginning to have an impact on the teaching of writing but there is more to be done to achieve a consistently good quality across the school. Most lessons are interesting for pupils because teachers try to link subjects to make learning more purposeful. For example, when pupils were learning about ratio in a mathematics lesson some were given the opportunity to mix two colours of paint using different ratios to see how that affected the shades. However, sometimes teachers' questioning of pupils does not prompt them to communicate their ideas well enough or think things through for themselves. Relationships in classes are good and teachers manage pupils well. Teaching assistants are a valuable part of the teaching team and make a significant contribution in helping to deal with pupils' varying learning and personal needs. Pupils with learning difficulties and/or disabilities are taught well because good use is made of individual learning plans. There is some good practice in marking pupils' work, especially in literacy, but this is not followed throughout the

school or in other subjects. At times it is not made clear to pupils precisely what they must do to improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum enables pupils to achieve satisfactorily and promotes their personal development well. There is sufficient focus on literacy and numeracy skills for most, but planning for pupils capable of above average standards is not rigorous enough. Improved provision for ICT has had a positive impact on pupils' skills. Provision for pupils' personal, social and health education and citizenship is well established. As a result, pupils are prepared well to make informed choices about their personal safety and well-being. A good range of sports and non-sporting activities enriches the curriculum during and after school. External providers encourage interest in such sports as lacrosse, basketball and tennis while good use is also made of the sports facilities at the local secondary school. The school has made good progress towards introducing Spanish to the curriculum.

## **Care, guidance and support**

### **Grade: 3**

Pastoral care for pupils is very good. Academic support and guidance are not as strong as pastoral care, which is why this aspect is judged to be satisfactory overall. The care shown to pupils is rooted in the school's strong Christian ethos, which is praised by parents and pupils. Parents overwhelmingly agree that their children's welfare could not be in safer hands. The school follows policies and procedures to justify that confidence. Staff members do all that they can to accommodate vulnerable pupils, including those who join from other schools during the school year. It successfully integrates those from minority ethnic groups. Learning support for those who have additional needs is a strong feature of the school's provision. Pupils are given clear guidance about behaviour and relationships and measures to support attendance are showing positive results. Reviews of pupils' progress, to check that they are on track to meet targets, are too infrequent. There is some good practice developing whereby pupils set their own targets for improvement, for example in mathematics, but this is not shared by all teachers and it is not uncommon for pupils to be confused as to what their individual targets are.

## **Leadership and management**

### **Grade: 3**

School leaders have done well to respond to the recent changes in intake. Before- and after-school care is a much appreciated aspect of provision and parents new to the community are made to feel welcome in the school. Leaders and managers at all levels contribute to school improvement. Standards and the quality of learning in English, mathematics and science have been given high priority along with more effective use of assessment information. The monitoring of teaching by the headteacher has clearly identified aspects to improve in order to achieve more consistency. Resulting action plans are just beginning to show dividends in improved standards, but inconsistencies remain because subject leaders have had too little time to support the headteacher in checking up on teaching and learning. Professional development is linked appropriately to the priorities set out in the school's development plans. Governors properly

carry out their statutory responsibilities and provide satisfactory support and challenge for 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	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?	3
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?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	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	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

Inspection of St Luke's C of E Primary School, Oldham, OL9 9HT

On behalf of all the inspectors who inspected your school recently, I must thank you for the lovely welcome you gave us. It was a pleasure to talk to you about your school because you are all so happy, polite and well mannered. I also noticed how well behaved you are and how much you enjoy school, especially all the sports. Your attendance at school is improving. That's good, so keep it up. I thought that the school lunches were great too. No wonder you are all so fit and healthy!

I found out that you make satisfactory progress with your work. You are getting better at writing because your teachers really try to make lessons fun for you. All of the adults in school take good care of you and you take good care of each other. There is a good range of extra things to help you enjoy learning and your headteacher and teachers have some good ideas about how to make your learning even better.

Your parents, governors and teachers love your school just as much as you do and want it to continue to improve. I have asked your teachers to help more of you reach even higher standards in writing and mathematics. I also asked if every lesson could be made as good as the very best ones. Finally, I have asked that you should be given the chance to set your own targets and check that you have reached them. Then you will remember more easily what your targets are and make better progress.