

# St Luke's Church of England Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	104372
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	336295
<b>Inspection dates</b>	6–8 October 2009
<b>Reporting inspector</b>	Carolyn Carnaghan

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>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	428
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev. R. Espin-Bradley
<b>Headteacher</b>	Mrs. A Grennan
<b>Date of previous school inspection</b>	1 May 2007
<b>School address</b>	Park Street South Wolverhampton WV2 3AE
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited sixteen lessons, and held meetings with the headteacher, the chair of governors, staff and groups of pupils. They observed the school's work, and looked at a wide range of documentation, including 104 pupil and 92 parent questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well the school monitors the success of its teaching
- how well the pupils are doing in mathematics across the school
- how well teachers promote good learning in lessons

## Information about the school

St Luke's is a larger than average primary school, based in a new building since June 2009, following many years on two sites separated by a some distance. The proportion of pupils entitled to free school meals is above average. Almost half of the pupils are of Asian British origin and a large number of pupils come from homes where English is not the first language. The school experiences a higher than average turnover of pupils. The proportion of pupils with special educational needs and/or disabilities is in line with national averages. The school has obtained the Healthy Schools Award and Investors in People Award. There is onsite before and after school child care offered to all, as well as during school childcare called 'Little Learners', for pre-school children with specific social needs.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides a good education for its pupils and many say that they love coming to school. The overall effectiveness of the school is good. It is very secure and both parents and pupils feel it is a safe place to be. Pupils develop into confident and thoughtful individuals who are proud to be members of this happy and positive school. Behaviour is outstanding. Attendance is below average owing to a small number of pupils who are taken on holiday during school time.

Pupils often come to the school childcare group, Little Learners, before they are ready for Nursery so that they are very familiar with school by the time they start. Pupils arrive in the Early Years Foundation Stage with levels of skills that are much lower than those expected for their age. These remain below average by the end of the Early Years Foundation Stage but are closer to the national average by the end of Key Stage 1. By the time they leave school, pupils attain broadly average standards. This shows that they make good progress as they move through the school. They make the best progress in Years 4 to 6, after pupils with English as an additional language have had time to develop their English language skills. This they do well because of the good support they receive.

Teaching across the school is good but pupils do not always have the chance to work independently and fully stretch themselves. Planning of lessons is good and there are many opportunities to use information and communications technology, (ICT), in all subjects. Pupils are very keen to take responsibility in class, they ask many probing questions and enjoy working in pairs and groups. They have fun in their lessons.

There is a thriving school council and pupils share the responsibility of buddying those who are finding it hard to play well with others at break. Pupils enjoy making links with other schools, which are sometimes in areas very unlike their inner city surroundings. The large number of after school clubs are well-attended.

The school has a good capacity to improve because the headteacher works tirelessly with her team to raise attainment and to ensure the well-being of her community. This is evident in the tangible improvements secured in key areas such as writing. Governance is satisfactory and although governors are very supportive and give generously of their time, they are not always confident about challenging the school to do even better.

## What does the school need to do to improve further?

- By the end of the academic year:

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- improve attendance, particularly among the small group of pupils who are taken on holiday during term-time and those who are persistent poor attenders, by building on good relationships with parents and carers to ensure their children always come to school
- raise levels of attainment by improving the quality of teaching across the school so all lessons provide pupils with opportunities to work independently to achieve appropriate and challenging tasks
- By the end of April 2010, governors should:
  - fully challenge the school by developing the confidence to evaluate its effectiveness and by holding the school more rigorously to account

**Outcomes for individuals and groups of pupils****2**

Across the school, lessons are generally good and pupils clearly enjoy the challenging activities these provide. Lessons help to build confidence and many pupils express their own opinions and feelings very succinctly.

Throughout Key Stage 1, attainment remains below average across all subjects. Attainment levels are improving slowly, however, and in 2009, standards in writing and reading rose and were close to the national averages for 2008. Whilst standards in mathematics remained lower, pupils made good progress because they have responded well to their good and challenging lessons. Pupils with special educational needs and/or disabilities also progress well.

By the end of Key Stage 2, in 2009, standards of attainment rose in English and science because the rate of progress pupils make has been improving. Standards in mathematics remained lower but pupils still made good progress. Pupils who start school midway through their primary education also make good progress. Attainment at the end of Year 6 is similar to the national average. The progress made between the key stages has been gradually rising over the last three years. Able pupils do very well in English and mathematics compared to their counterparts nationally.

Pupils are safe in this very secure school and they say they are not bullied. Racial incidents are very rare and pupils work harmoniously together. Pupils take responsibility for their school and each other and the buddying system ensures this. Pupils are very proud of their school. One pupil said, 'My school is fantastic, I love it. I would like to live there. My favourite part is everything!' They are particularly proud of the school being 'eco-friendly', using the 'recycled wood from around the world to build the big, brand new school'. Building understanding of the wider world and its cultures is a feature of the school's work and pupils have grasped this keenly. Pupils behave outstandingly well in and out of lessons. They enjoy healthy food and sport and many belong to clubs and teams after school.

Pupils contribute to the whole life of the community through vigorously raising money for many charities and supporting the local church. There is enthusiasm for new and exciting ways of creating and celebrating their school work: for example by using the digital 'learning platform' to store their work on computer so that it is accessible to

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parents, other teachers and the governing body. Pupils' care in the presentation of their writing is particularly clear to see, although work is not always displayed on walls for other pupils to see and understand how good and outstanding work might be achieved. Attendance is slowly improving but is still below average and this is principally because a small number of pupils are taken on holiday during term-time or are regularly absent. Pupils and teachers develop very high levels of social conscience and respect for one another and this is apparent in all they do. They enjoy their regular acts of worship, often raising the roof in the hall by singing hymns and songs with enormous gusto during their joyous assemblies.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching has a number of strengths. The excellent relationships between staff and pupils are well established and seen as important for good learning. As a result, they really try hard to do their best. Assessment is used very well to plan lessons effectively. Teachers generally provide good quality and challenging activities building on learning that has gone on before. Marking is consistently good and Teachers praise their pupils

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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and give helpful advice on how to improve their work. In the best lessons teachers have very high expectations of their pupils, good subject knowledge and incisive questioning which extends pupils' thinking and knowledge.

Pupils are often given tasks that are highly appropriate for their needs and they frequently work in small groups, often with teaching assistants who provide very effective support. The infrequent, less effective practice, is characterised by teaching that does not provide pupils with the skills to work independently and creatively so that pupils remain reliant on the teacher to tell them what to do and are less actively involved in their learning.

The regular reviewing of the curriculum ensures that well-planned activities interest and motivate pupils. The teaching of topics enables pupils to enjoy their work across the curriculum. Curriculum enrichment is very good; there are focus days for particular subjects and a wide variety of after school clubs, such as South Asian drumming, as well as a programme of visitors and visits. These all help build pupils' social and cultural experiences, whatever their ethnic or cultural backgrounds. They have good opportunities to take part in residential visits.

ICT provision is good and used well to enhance learning across the curriculum. Pupils develop their writing skills well through the 'big write' initiative. The school has recognised the need to develop its assessment procedures in religious knowledge and in the creative subjects as a whole.

The school works vigorously to promote attendance; it uses a wide range of approaches that encourage parents to ensure their children come to school every day. This is generally very successful, apart from a small number who do not attend so well or are taken on holiday during term time. The needs of pupils with special educational needs and/or disabilities are met effectively by the extensive provision made by staff working with external partners from health, social care and educational services. Pupils for whom English is an additional language make good progress because of the high quality of the support they receive. When pupils arrive at school, there are good arrangements to help them settle in. Before and after-school care has been very successful in enabling parents to leave their sons and daughters in the knowledge that they will be safe and well-cared for. When they leave at age eleven, transition to secondary school is handled smoothly.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

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The headteacher communicates her vision for the school with passion, clarity and focus. She leads an able team who clearly understand how to prioritise key areas for development and training. Monitoring of teaching is rigorous and has led to improvements in the quality of lesson planning and helped to identify further areas for improvement. The headteacher has tackled the school's weaknesses and built on the staff's considerable strengths to ensure that attainment is rising. This is clearly borne out by the improving standards in English and science.

The governing body has been hugely supportive during the move to the new building and gives of its time generously. Governors ensure that the school is very safe and that it is a harmonious place to be, for teachers and pupils. Their presence is highly visible and welcomed by all. However, governors do not use their understanding of the school's strengths and weaknesses enough to rigorously challenge and hold it more fully to account for all its actions, for example over attendance. There are effective procedures in place to ensure the protection of children and their health and safety. All aspects of safeguarding are securely in place.

There are good relationships with parents and carers and the school is highly involved in supporting families, as well as pupils, where this is needed. This support is effectively co-ordinated through the family liaison officer. The school actively engages with parents to help them to support their children's learning by, for example, running reading workshops. Good links exist between outside agencies and school to support the progress and happiness of pupils and to ensure all pupils have an equal opportunity to achieve well.

St. Luke's is a vital part of its community. The headteacher and her staff have a very clear understanding of the diversity of their community and they work extremely effectively to promote community cohesion, to raise ambition, and to broaden their pupils' horizons. They ensure that pupils have opportunities to meet and communicate with other young people from different backgrounds to themselves. As a result, pupils have a secure understanding of not only the differences but the common values shared across different cultural and social groups. The school plans carefully, based on a thorough analysis of its community cohesion work. The many before, during and after school care initiatives, workshops such as baby massage, baby and mum yoga and the Little Learners, the engagement with national and international schools, make a real difference to the local and wider community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>



<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in the Early years Foundation Stage make good progress from their very low starting points. Many do not speak any English when they arrive. They have good opportunities to explore their world, be creative and develop physically and emotionally. Children initiate their own learning and experiences because of the wide choice of appropriate activities on offer to them. There is good, on-going assessment that is used to inform planning. Several bi-lingual staff support learning very well.

There is a large and well-equipped outside learning area where children enjoy bikes, ball games and bigger toys. Indoors, the large and airy classroom affords opportunities to create through art and craft, to role-play and explore water and sand. Children are provided with good opportunities to work together and hence learn to get along together.

The Reception class builds on the Nursery experience through good provision and teaching of literacy and numeracy, vocabulary, sounds and movement and by encouraging independence, creativity and gradually introducing a broader curriculum. The school works closely with parents and there is good communication between them. Children leave Reception with below average levels of skills, but they have made good progress, particularly in their social skills and, for those who speak a different language at home, in their grasp of English.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

92 parents returned completed questionnaires about the school. The majority expressed

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very favourable views about all aspects of their children's education.

Of the 104 pupil questionnaires returned, all stated that they like school and enjoy their education. Many showed how much pupils love coming to school and how much they appreciate the new school building.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Luke's Church of England Aided Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection received 92 completed questionnaires by the end of the on-site inspection. In total, there are 428 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	58	38	41	1	1	0	0
The school keeps my child safe	52	57	39	42	1	1	0	0
The school informs me about my child's progress	35	38	51	55	3	3	0	0
My child is making enough progress at this school	36	39	52	57	1	1	0	0
The teaching is good at this school	43	47	45	49	2	2	0	0
The school helps me to support my child's learning	39	42	51	55	0	0	0	0
The school helps my child to have a healthy lifestyle	43	47	48	52	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	36	54	59	1	1	0	0
The school meets my child's particular needs	31	34	58	63	1	1	0	0
The school deals effectively with unacceptable behaviour	30	33	54	59	2	2	0	0
The school takes account of my suggestions and concerns	27	29	59	64	1	1	0	0
The school is led and managed effectively	42	46	45	49	1	1	0	0
Overall, I am happy with my child's experience at this school	53	58	36	39	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 October 2009

Dear Pupils,

Inspection of St Luke's Church of England Aided Primary School,  
Wolverhampton, WV2 3AE

Thankyou very much for making us feel so welcome when we recently visited your lovely new school. We really enjoyed meeting and talking to you. We thought your behaviour was outstanding and this really helps you learn and progress well. You get on very well together and with your teachers. Your school is a very happy place and we are glad you like it so much. Your headteacher works very closely with your teachers and makes sure the school runs well. Teaching in lessons is good and you make good progress.

We have asked your teachers to help the school become even better by making sure that by the end of the current academic year they must:

- make sure you all come to school, every day and that nobody goes away on holiday during term-time, because this will help you do better at school
- make sure their lessons give you enough chances to work on your own so that you can carry on improving your work

We have also asked your governors to:

- make sure the school is working as hard as it can to help you do better

Yours sincerely,

Carolyn Carnaghan

Lead Inspector

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