

St Luke's CofE Primary School

Inspection report

Unique Reference Number	112817
Local Authority	Derbyshire
Inspection number	338024
Inspection dates	17–18 November 2009
Reporting inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	The governing body
Chair	Charles Roberts
Headteacher	Amanda Stringer
Date of previous school inspection	3 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 19 lessons or parts of lessons, and held meetings with governors, staff, groups of pupils and the local authority's representative. They observed the school's work and looked at school policies, records of meetings, assessment information and curriculum planning. In addition, 37 parent questionnaires were received and analysed.

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

- how effectively leaders are working to improve progress and raise standards, particularly in mathematics
- the quality of feedback teachers give to pupils to improve their work
- the extent to which the role of subject leaders and governors in promoting school improvement has developed since the last inspection
- the quality of provision and outcomes in information and communication technology (ICT)
- the rigour of systems for checking the progress that pupils make.

Information about the school

This is a smaller than average primary school. The percentage of pupils with special educational needs and/or disabilities is below average, as is the proportion of pupils eligible for free school meals. The large majority of pupils are White British. The school has gained a number of national awards, such as the Healthy Schools' Award.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It is improving and provides pupils with a caring and friendly setting in which to learn.

The headteacher has been the driving force behind the improvements made since the last inspection. She provides focused educational direction and a clear vision for school improvement. All involved in the life of the school share this vision and a strong team ethos is evident. One of the most significant improvements has been the introduction of a rigorous system for checking the progress that individual pupils make. This has enabled interventions to be put in place early if pupils are not making sufficient progress and has made an important contribution to the school successfully reversing a trend of declining standards. As a result, pupils' achievement is satisfactory and, by the end of Year 6, they attain standards that are broadly average in English, mathematics and science. Attainment is relatively lower in mathematics and stems from weaknesses in pupils' skills in solving real life number problems. Leaders are working diligently to raise standards further, particularly in mathematics. The role of governors has been developed well since the last inspection and they are now actively involved in influencing the direction of the school.

Pupils make satisfactory progress. The main reason for this not being better is that teaching and learning are inconsistent. Some teachers do not always use assessment information effectively to set suitably challenging work to match the abilities of different groups of pupils. The quality of feedback given to pupils on how to improve their work varies between classes. The role of subject leaders has been improved since the last inspection but their monitoring and evaluation of teaching and learning lack sufficient rigour.

Their good spiritual, moral, social and cultural development means pupils behave well and are respectful of others. This makes a strong contribution to the harmonious atmosphere evident throughout the school. The satisfactory curriculum is extended by a wide range of enrichment activities, such as extra-curricular clubs and visits to places of educational interest. Improvement in the provision for ICT means pupils have far more opportunities to practise and refine their skills in this subject. The outdoor area for children in the Early Years Foundation Stage is not organised or used effectively to develop their skills across the areas of learning. Safeguarding arrangements meet statutory requirements and pupils confidently say they feel very safe while in school.

The capacity for improvement is satisfactory. Leaders have focused on improving areas of weakness and there is a trend of improvement in key areas. Self evaluation provides an accurate picture of the school's effectiveness and its plans reflect what it needs to do

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to ensure further improvement. The school's track record shows it has successfully improved provision and outcomes since the last inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and learning by:
 - ensuring teachers always use information from assessment of pupils' attainment effectively to plan next steps of learning, and set challenging work for all groups of pupils that reflect their capabilities
 - providing pupils with clear guidance about how they can improve their work
 - increasing the rigour of subject leaders' monitoring and evaluation of teaching and learning.
- Raise standards in mathematics by:
 - improving pupils' ability to apply their mathematical skills to solve real life number problems
 - making better use of the way in which adults support groups of pupils.
- Improve the effectiveness of the Early Years Foundation Stage by:
 - - improving the organisation and use of the outdoor area to develop effectively children's knowledge, understanding and skills across all the areas of learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils show interest in their work, particularly when engaged in practical activities, and work well together in pairs and small groups. This was evident in a science lesson for pupils in Year 6 when they were investigating the effect of forces on objects. Pupils confidently make contributions to class discussions and listen attentively to the views of others. Their mathematical calculation skills are secure, but they are less adept at using these skills in problem solving activities that involve real life situations. Improved attainment in science means they have a sound understanding of key scientific ideas and suitable skills in designing and carrying out investigations. They can use ICT appropriately to support learning in other subjects. There is no significant difference between the achievements of different groups. Pupils with special educational needs and/or disabilities make the same satisfactory progress as other pupils because of the extra support they receive.

Pupils make a positive contribution to the life of the school by willingly taking on responsibilities, such as being a member of the school council or a team captain. They enjoy coming to school and their good behaviour promotes a positive relationship with the local community. Despite the best efforts of the school, attendance is only satisfactory because some parents take their children on holiday during term-time.

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Pupils are adopting healthy lifestyles well, such as by eating healthily and taking regular exercise. Pupils are prepared well for the next stage of education and their future lives.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers have secure subject knowledge and so can explain and demonstrate new ideas and techniques confidently. Classroom management is good and produces calm and friendly places in which to learn. Some teachers do not always use assessment information effectively to plan work that matches pupils' individual needs. This results in them being given work that is either too easy or too hard and limits the progress they make. Feedback to pupils, both orally and through marking, does not always provide clear guidance on how they might improve. In some lessons in mathematics, adults do not give the most effective support to groups of pupils, which limits progress, particularly in the development of problem solving skills. Teaching assistants are usually soundly deployed to support pupils, including those with special educational needs and/or difficulties.

Curriculum planning ensures sufficient progression. The school is beginning to develop

¹ 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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links between subjects so that pupils can use skills gained in one subject to support their learning in others. A strong feature of the curriculum is the wide range of enrichment opportunities that are much appreciated by pupils and parents. These include extra-curricular activities in which the large majority of pupils enthusiastically participate. The programme for personal development is good and is reflected in pupils' good progress in this aspect of their learning.

The school provides a welcoming and safe learning environment for individuals and groups of pupils. All staff are aware of the steps to take if they have any concerns about the well being of a pupil. The good links with outside agencies, such as the educational psychologist and social services, mean extra support for individual pupils is readily available when required.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has initiated changes that have helped members of the senior leadership team to be more evaluative about the school's performance. This has led to them having a clearer picture of what the school needs to do to improve. Leaders are not complacent, knowing there is more to do to raise pupils' attainment further. A key priority is to ensure teachers always use assessment information accurately, to provide sufficient challenge to all pupils. Leaders embed ambition and drive improvement satisfactorily. Expectations are sufficiently high to bring about outcomes which are broadly satisfactory and improving. Leaders' actions have a positive impact on community cohesion within the local community and beyond. They monitor and evaluate the school's work effectively in order to build on its strengths. The school promotes equal opportunity and tackles discrimination in a satisfactory way. For example, leaders have relevant information about the different groups of pupils in school and satisfactorily evaluate their performance across the curriculum. The school has a positive relationship with most groups of parents and carers. Safeguarding arrangements meet statutory requirements fully, with robust child protection procedures and risk assessments firmly in place. The school places strong emphasis on helping pupils keep themselves safe, including encouraging them to adopt safe and responsible practices and deal sensibly with risk.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start in the Reception class with skills and abilities that are as expected for their age. They make satisfactory and improving progress. This represents satisfactory achievement from their starting points. Improving progress stems from the way leadership has enhanced the indoor learning environment so it provides a welcoming and stimulating setting in which to learn and play. Staff work well as a team and relationships between adults and children are good, which impacts positively on the progress children make. Children's behaviour is good. They have positive attitudes, being keen to learn and working and playing harmoniously. Adults know their children well and set them tasks that are interesting and often linked to their own experiences. There is a suitable balance between activities led by the teacher and those chosen by children. The way the small outside area is organised and used does not effectively develop children's skills across the areas of learning, particularly in writing, mathematical and physical development. The arrangements for introducing children into Reception are sound and enable them to settle quickly into everyday routines. The quality of care is good with children's well-being being promoted well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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Views of parents and carers

The very large majority of parents and carers who responded to inspection questionnaire were positive about the school's work and the efforts of all staff. One parent's comment effectively captures the ethos of the school, 'St Luke's is a friendly, family school that always values its children and provides a supportive environment for them to learn and develop.' A very small minority of parents did not think the school informed them enough about their children's progress. Inspection evidence indicates the school provides appropriate information. A few parents did not agree that the school deals effectively with unacceptable behaviour. There was no incidence of such behaviour during the inspection but pupils say that if any occurs it is dealt with quickly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Luke's CofE 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 team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 174 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	76	8	22	0	0	0	0
The school keeps my child safe	26	70	9	24	0	0	1	3
The school informs me about my child's progress	19	51	11	30	6	16	0	0
My child is making enough progress at this school	21	57	13	35	0	0	1	3
The teaching is good at this school	21	57	14	38	1	3	0	0
The school helps me to support my child's learning	20	54	11	30	4	11	0	0
The school helps my child to have a healthy lifestyle	23	62	10	27	4	11	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)	18	49	14	38	1	3	1	3
The school meets my child's particular needs	18	49	13	35	3	8	0	0
The school deals effectively with unacceptable behaviour	16	43	14	38	5	14	0	0
The school takes account of my suggestions and concerns	15	41	16	43	2	5	0	0
The school is led and managed effectively	16	43	18	49	1	3	1	3
Overall, I am happy with my child's experience at this school	23	47	23	47	1	2	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



19 November 2009

Dear Pupils

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

Thank you for the very friendly welcome you gave us when we visited your school. We enjoyed meeting you and seeing the many exciting things you do. Your school is satisfactory and improving. As a result of improvements, you make better progress and reach average standards in English, mathematics and science by the time you leave.

What we found about your school

It provides a welcoming and stimulating setting in which to learn.

You behave well and enjoy coming to school.

Adults look after you well and make sure you are safe, in and around school and on visits.

Your skills are improving, especially in science.

The contribution you make to the life of the school is good, such as being a member of the school council.

The headteacher and all staff are working hard to help you do even better.

What we have asked your school to do now

Make sure all of you are always given work that challenges you to do your best.

Improve your mathematical skills, particularly in solving problems in real life situations.

Organise and use the outdoor area for children in the Reception class effectively to help them learn better.

You can all help your school improve further by continuing to try your best in your activities and keep attending regularly. A special word of thanks for the team captains who showed us around school when we first arrived. All of you are a credit to your school.

Yours sincerely

Melvyn Hemmings

Lead Inspector

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