

# St Luke's Church of England School

12 Kidderpore Avenue, London, NW3 7SU

## Inspection dates

3–4 July 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children get off to a good start in Reception and this progress is maintained in Year 1. Throughout the school pupils make good progress in reading, writing and mathematics. They make very good progress in developing their speaking and listening skills.
- Behaviour in the school is good. Staff take the trouble to provide a safe and caring approach, treating children as individuals. Pupils contribute to making the school a welcoming and friendly place to learn.
- The quality of teaching is good overall. The best teaching provides stimulating activities and encourages pupils to explain their ideas and develops their communication skills well.
- The headteacher and governors are working effectively to drive improvement. With the interim headteacher, they have been the main reason for the school's successful start and in improving achievement and teaching.
- The school has developed assessment procedures and systems to track pupils' progress. These provide an accurate picture of the school's strengths and relative weaknesses and have been used effectively to raise teachers' expectations.
- The school works well as a cohesive team and community. Parents hold the school in high regard and all would recommend it to others.

### It is not yet an outstanding school because

- On occasion, teachers do not define their expectations of all pupils.
- At times activities for Reception children in the outdoor area do not extend their writing or fully develop their creativity and imagination.
- The role and responsibilities of middle leaders are still developing.
- Monitoring of lessons by senior leaders does not always give close attention to the progress made by different groups of pupils.

## Information about this inspection

- Inspectors observed teaching and learning in seven lessons and conducted a learning walk of five different lessons where the teaching of letters and sounds and early reading were taking place. Several joint observations were undertaken with the headteacher.
- Meetings were held with the headteacher, staff, pupils, parents, the Chair of the Governing Body and a representative of the London Diocesan Board of Education.
- Inspectors looked at a wide range of documents, including policy documents, safeguarding arrangements, school evaluation and development plans. The school's pupil progress tracking data were scrutinised and minutes from governing body meetings considered.
- The 24 responses to the parents' on-line survey (Parent View) were considered as well as three letters from pupils' families.
- Staff views were considered through the responses to the eight questionnaires completed at the time of the inspection.
- Inspectors heard pupils read and observed parents reading to their children at the start of the school day.

## Inspection team

Mark Lindfield, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- St Luke's Church of England School is a free school. It opened in September 2011. It is smaller than most primary schools.
- Pupils are currently taught in two classes, a Reception and Year 1 class. The school intends to admit 15 pupils each year into the Reception class so that the school roll will increase year on year.
- The proportion of pupils that are known to be eligible for the pupil premium funding is lower than that seen in most primary schools. Pupil premium is additional government funding given to schools to support pupils who are known to be eligible for free school meals, those in local authority care and those who have a parent in the armed forces.
- The proportion of pupils from minority ethnic backgrounds or who are learning English as an additional language is above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is similar to that found in most schools. The proportion of pupils supported at school action plus or with a statement of special educational needs is above that found in most schools.

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

- Improve the quality of teaching and learning from good to outstanding by:
  - ensuring teachers maintain the pace of learning by reducing time spent explaining tasks and encouraging pupils to apply their skills when working by themselves
  - ensuring that pupils are clear about what they should achieve in lessons and that this is matched to the needs of pupils of different abilities
  - improving provision in the Early Years Foundation Stage outdoor area to further develop children's writing and their creative and imaginative play
  - ensuring that pupils' reading materials are matched well to their reading skills.
- Develop the school's leadership and management by:
  - developing the roles and responsibilities of middle leaders as the school grows in size
  - ensuring that monitoring by senior leaders focuses closely on the progress made by different groups of pupils.

## Inspection judgements

### The achievement of pupils

is good

- When they join the school, children's attainment is slightly below what would be expected for their age. Children, including disabled pupils, those who have special educational needs and those who speak English as an additional language, settle quickly and well because of the good levels of care and support they receive.
- Achievement is improving and all groups of pupils, including those from minority ethnic backgrounds, make good progress.
- The headteacher has a clear approach to supporting and developing staff effectively to bring about further improvements. As a result, there are no significant differences between the achievements of different groups, whilst those eligible for the pupil premium have been provided with support that is helping them to catch up with their peers, especially in English and mathematics.
- The school has improved provision so that pupils are making better progress in calculation. Children in the Early Years Foundation Stage are provided with more frequent opportunities to develop their understanding of number and are able to count accurately up to and back from 20. Year 1 pupils thoughtfully tackle challenging mathematical investigations and show good recall when reciting number facts.
- Pupils make very good progress in developing speaking and listening skills. The school's special educational needs coordinator uses signs and symbols effectively to bring about good language development in pupils. Pupils also receive good support from a range of teaching assistants in developing their speaking and listening skills.
- The majority of children in Reception are working at the expected levels, with around a third reaching higher levels by the end of the year. Although progress is at least good in the majority of areas, the school recognises that there is more to do to raise Reception children's attainment in writing, including using media to promote their imaginative development.
- Pupils' progress is tracked carefully from their starting points so that any fluctuations in progress are quickly identified. The school's progress tracking systems have developed very well over the last year and are used effectively to set challenging targets and improve teachers' expectations.
- The school promotes enjoyment of reading well. Parents regularly attend a session at the start of the school day where they read individually or in small groups to children. This sets the tone for reading as an enjoyable activity and parents report that these sessions help to encourage them to read with their children at home.
- The school has developed the teaching of letters and sounds to small groups of pupils. As a result, the very large majority of pupils in Year 1 have reached expected standards in the national phonics screening check and nearly half gained maximum marks. The very few pupils who did not reach expected levels receive specific support but they sometimes have trouble in reading words fluently because reading materials are at too difficult a level.
- The personal development of all pupils is strong. Staff and pupils work closely to ensure that the school is an inclusive and friendly environment where the promotion of equality is effective. The school also promotes spiritual development very well.

### The quality of teaching

is good

- The quality of teaching is good and has improved effectively since the school opened. This is because leaders are clear about the strengths and weaknesses and provide professional development and appropriate support that results in good improvement in the quality of teaching.
- Teachers know pupils very well and use this knowledge effectively to pose challenging questions and provide additional activities. This helps to ensure that pupils develop their understanding and make better progress as they respond well to the individualised approach.

- Teachers' planning is detailed and regularly sets appropriate activities in lessons that are suitable for every pupil's needs. Scrutiny of pupils' work shows that tasks are consistently being set for pupils of different abilities. On occasion, the objectives of lessons are too vague rather than being pitched at suitable levels for pupils' different abilities to drive progress.
- Staff working with Reception children often list play activities that help children with their learning, with suggestions for individuals that stretch them to do their best. Planning for the outdoor area provides more frequent activities to develop children's calculation skills but there are fewer purposeful activities to extend children's writing and develop their creativity outdoors.
- The relationships between staff and pupils are positive, with pupils showing a great deal of respect and trust in the adults that teach and care for them. This promotes a sense of the school as a secure place to learn and creates a friendly, welcoming and productive ethos across the school, so pupils enjoy coming to school and enjoy learning.
- The majority of teaching draws on a good range of strategies so that pupils develop their understanding and make good overall progress. Teachers make effective use of different approaches, using computers, providing helpful resources, role play and encouraging pupils to discuss their ideas and work together. On occasion, teachers spend too much time explaining the different activities provided for different groups of pupils rather than setting groups to work sooner by themselves.
- The school uses a range of services provided by other organisations well. Effective partnerships increase speech and language development and provide specialist therapy. This complements the school's work and demonstrates how the school is quick to identify pupils' additional needs.
- Teaching assistants are well deployed and provide helpful support for a wide range of pupils. Staff provide support well matched to the needs of individual pupils that helps pupils to develop their self-confidence and independence well.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour is good. Pupils settle quickly in the school because of the caring approach and commitment of staff to their well-being. Parents are very appreciative of the levels of care and enthusiasm shown by all staff. Several commented on how much their children enjoy learning and how they return home talking with excitement about their school life.
- Staff model good behaviour and listen carefully to pupils and this encourages and enables pupils to develop effective communication skills. Pupils are increasingly able to be independent, express their ideas and develop their thinking skills.
- Pupils are polite and friendly with their peers and adults. Pupils work in small groups collaboratively and are happy to share ideas, for example when solving mathematical problems. Pupils respond very kindly to other children when they appear sad.
- Pupils' spiritual development is very good. During assemblies, pupils respond with thoughtful comments and show good consideration for others. On sports day, pupils were knowledgeable about Olympic and para-Olympian sports stars and were sporting in their approach.
- Pupils report that play outdoors and at lunchtimes is energetic in a restricted area. Senior leaders are aware of the need to provide more space and have plans in place to further develop the garden area.
- Pupils enjoy their time at school and feel safe. They are confident that staff will listen and respond to their concerns. They report that they are able to go to staff if they have a problem, but there are very few issues between pupils.
- Pupils enjoy school and attendance has improved. Parents have received newsletters and reminders of the importance of regular attendance and this has helped to increase the attendance of those with previously higher levels of absence.

### **The leadership and management are good**

- The headteacher and governors have brought about significant improvements. These have included raising achievement and improving the quality of teaching. Leaders have also developed the progress tracking and assessment systems. This has resulted in the school being

increasingly successful at meeting the individual needs of pupils.

- Leaders have an accurate view of the school's performance and how things need to be developed further. There is no complacency about the successes of the school but there is a clear passion for continued improvement.
- There is effective staff development and leadership of teaching and learning is strong. Senior leaders are able to use a range of data and information well to assess strengths in teaching and support teachers' and teaching assistants' development well. The development of an effective appraisal system has been a key priority to drive improvements.
- Monitoring of teaching and pupils' work has helped to develop the proportion of good teaching. However, observations of the quality of teaching and learning do not always pay sufficient attention to the progress made by different groups of pupils. As a result, teachers are not always helped to improve their practice from good to outstanding.
- Leaders value the hard work of staff and have developed a close and supportive staff team. The headteacher has quickly developed good access to professional development and the provision of support and guidance for staff. Staff recognise that this has helped to develop their practice.
- The school is developing partnerships with professional agencies. The London Diocesan Board of Education and local authority have provided valuable support for the school to develop the quality of teaching and to raise achievement. Consequently, morale is high and staff are dedicated to the success of pupils and further school improvement.
- The pupil premium has helped to support individuals and the school provides further resources and time to help eligible pupils make good progress from their starting points.
- The middle leadership of the school is developing. The role of senior leaders and middle leaders has brought improvements to the Early Years Foundation Stage and provision for pupils with special educational needs. The school currently has a small staff team and has plans to develop leadership roles and responsibilities as the number of staff increases year on year.
- The governance of the school:
  - The governing body is committed to improving the school and, through training, has a wide range of skills to assist in challenging and holding leaders to account for the quality of teaching and pupils' achievement. Governors know the school well and use performance management and salary progression effectively to support school improvement. Safeguarding arrangements meet requirements. Governors effectively monitor the school budget, especially the use of the pupil premium, to ensure that eligible pupils' achievements are improving even faster than those of their peers.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	136807
<b>Local authority</b>	Camden
<b>Inspection number</b>	400321

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

<b>Type of school</b>	Primary
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	30
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Penny Roberts
<b>Headteacher</b>	Gill Hunt
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	020 7433 5604
<b>Email address</b>	office@stlukesschool.org.uk



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