

St Luke's Church of England Primary School

Inspection report

Unique Reference Number	116318
Local Authority	Hampshire
Inspection number	326361
Inspection dates	22-23 January 2009
Reporting inspector	Clive Lewis

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 on roll	
School (total)	212
Appropriate authority	The governing body
Chair	Mrs Judy Scotts
Headteacher	Mrs Rachel Goplen
Date of previous school inspection	07 December 2005
School address	West Beams Road Sway Lymington SO41 6AE
Telephone number	01590 682431
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Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Luke's Church of England Primary School is an average-sized school set in the New Forest. Pupils are predominantly of White British background and all have English as their first language. The proportion of pupils entitled to free school meals is below average. The number of pupils with learning difficulties and/or disabilities, most of whom have moderate learning difficulties, is average for this size of school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school which gives pupils a very high-quality, all-round education. Pupils are prepared very well academically, socially and emotionally for their future roles in society. Parents wholeheartedly endorse this, making such comments as: 'The school is a wonderful place for children to learn about both the academic subjects and the right way to live their lives.' The headteacher, with the able support of the senior management team and the governing body, has nurtured and developed a team of exceptionally enthusiastic, dedicated staff. Every adult in the school is committed to providing each child with the best education possible.

Pupils' academic achievement is outstanding. Children quickly settle into the Reception class and all make very good progress from typically average levels of skills on entry. This excellent progress is built on systematically in Years 1 and 2 and continues in Years 3 to 6, with the result that overall standards by the end of Year 6 are considerably above average. This constitutes excellent progress. In addition to the high standards achieved in English, mathematics and science, standards in information and computer technology (ICT) and art are above average.

Outstanding teaching and the very high-quality curriculum are key factors in pupils' excellent all-round development. This is a school where pupils really want to learn and they relish the challenges given to them to do as well as they possibly can. Attendance levels are above average, but there remains a small but persistent minority of pupils whose punctuality and attendance give cause for concern. Behaviour is outstanding and pupils have a very positive attitude to learning. This is because staff manage the pupils very thoughtfully and consistently. Pupils really enjoy their time in school because their individual needs are routinely met through the school's recognition of the uniqueness of each child. This is testimony to the exceptional care and guidance they are given, both personally and academically. As a result, pupils' spiritual, moral, social and cultural development are outstanding. Pupils are very aware of the importance of eating healthy food, keeping fit and staying safe. Through the school council and open, honest relationships with everyone, pupils feel free to express their views. The school has excellent systems for tracking pupils' progress. Pupils are fully aware of their targets and what they need to do to improve. In this safe and secure environment pupils become independent and confident learners. The school makes an outstanding contribution to community cohesion. It actively embraces and celebrates the community it serves as well as, through the International Primary Curriculum it has successfully adopted, the national and global communities. Everyone is treated with unconditional respect.

Very effective steps have been taken to promote improvements since the last inspection. The school has an excellent understanding of how well it is doing and excellent capacity to improve even further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children make an excellent start to their education in the Reception class and quickly learn to follow school routines. They enter the Reception class with levels of basic skills in line with those typical for their age. They make rapid progress and achieve exceptionally well, especially in their number skills and their personal and social development. Excellent induction arrangements, teaching and planning enable children to settle in and follow school routines quickly. Children are regarded as individuals and the information from assessments is used extremely well to meet their needs. Children have warm, positive relationships with one another and with adults, which make a considerable contribution to their personal development. Staff provide excellent care so that children's welfare is promoted exceptionally well. The Reception class provides an excellent environment for children to learn and develop. Children are happy and talk enthusiastically about the things they do in school. Many activities promote speaking and listening and their knowledge and understanding of the world. They are able to choose tasks independently and with confidence. All areas of learning are exceptionally well planned for and resourced, and staff are diligent in maintaining a high-quality learning environment for children of all abilities. They make effective use of the newly developed outside area and there are plans in place to build on this further and provide a covered area to enable children to play outdoors whatever the weather. As one parent commented, 'Class activities are stimulating, fun and purposeful.' The EYFS is exceptionally well led and managed and the very good links with Year 1 ensure continuity in children's learning.

What the school should do to improve further

The school development plan fully outlines the main developments for the future and, although there are no major areas for improvement, the inspectors agree with the school that it should focus on:

- raising the attendance and punctuality levels for the small percentage of pupils whose attendance is irregular.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding, a significant improvement since the last inspection when standards were broadly average and progress was satisfactory. Throughout the school, pupils of all abilities, including those with learning difficulties and/or disabilities and those who are gifted and talented, achieve extremely well. Standards of skills on entry to the Reception class are in line with those usually found, and pupils consistently make outstanding progress as they move through the school. As a result, by the end of Year 6, standards are significantly above the national average in English and mathematics. Attainment in science is exceptionally high. Pupils are also enabled to achieve above average standards in other areas of the curriculum, particularly in ICT and art. This progress reflects teachers' very high expectations and the very good use of systems to track pupils' progress. There is no difference in the progress and standards between different groups of pupils within the school. Pupils with learning difficulties and/or disabilities, including those with moderate learning difficulties or physical disabilities, make outstanding progress because of the exceptional provision that is made for them. While it is understandably pleased with these results, the school is not complacent. It recognises that standards in mathematics and writing can be improved even further and has successfully put in place strategies and initiatives to this end.

Personal development and well-being

Grade: 1

Pupils develop into confident young people and say they really enjoy school, which reflects the very interesting curriculum and activities provided. This in turn is reflected in their good attendance. Even so, the punctuality of some pupils is not as good as it should be. Pupils are conscientious in their learning with the result that teachers very rarely have to intervene to make sure they keep on task. Pupils' thoughtful behaviour is an outstanding factor in their successful learning. Not surprisingly, their spiritual, moral, social and cultural development are excellent. They learn about different faiths and cultural traditions and enjoyed raising money for a charity in Africa. Pupils are developing a very good understanding of a healthy lifestyle. They say they feel safe in school because they know adult support is readily available. Pupils thoroughly enjoy taking responsibility, for example by manning the phone at lunchtimes or joining the Green Team to pick up litter. They are a credit to the school and proud of their contributions to the community. For example, they act very responsibly as members of the school council and participate regularly in fundraising events. The extremely good grounding pupils receive in their social and basic skills prepares them exceptionally well for the next stages of learning.

Quality of provision

Teaching and learning

Grade: 1

Throughout the school, teaching and learning are at least good and frequently excellent, and this outstanding teaching results in pupils making excellent progress over their time in the school. Teachers throughout the school have very good classroom management skills. Lessons are very well planned and progress is monitored very carefully and regularly so that pupils are helped to build on what they have learnt before. Learning expectations are made clear at the beginning

of every lesson. As a result, pupils know precisely what it is that they are expected to learn and work is very well matched to their abilities. All lessons are conducted at a lively pace, with varied and interesting activities that hold pupils' interest and ensure that they get a lot done. Teachers mark pupils' work thoroughly and make positive comments that include guidance as to how pupils might improve their work. Excellent relationships contribute significantly to the outstanding progress pupils make.

Curriculum and other activities

Grade: 1

The rich curriculum covers all subjects very well. The successful adoption of the International Primary Curriculum (IPC) has ensured that pupils are part of a global learning community and are confidently developing an awareness of their own and other cultures. Children are encouraged to work towards personal goals and to learn how to be effective learners. Children are very enthusiastic about the IPC, mentioning particularly the research on different cultures and the visitors they have welcomed from different countries. The school works very hard to tailor the curriculum to the needs of its pupils and places great emphasis on providing a wealth of practical experiences. The school's excellent range of external networks contributes significantly to the wide variety of learning experiences that the pupils encounter. Excellent use is made of visitors to the school and visits out of school and the curriculum is enhanced by a very wide range of well-attended extra-curricular activities.

Care, guidance and support

Grade: 1

The school has a very strong commitment to caring, which is reflected in comprehensive arrangements for safeguarding pupils' welfare. Staff know the pupils very well and relationships are extremely good. This creates a climate in which pupils grow in confidence and self-esteem. This is a happy school where pupils say they feel safe and secure because adults take very good care of them and listen to their concerns. The very high quality of support they receive is a key factor in pupils' outstanding personal development. Vulnerable pupils and those with a range of learning difficulties and/or disabilities are extremely well supported and the school works effectively with a wide range of agencies to meet their needs. Academic guidance is very strong. Pupils know and refer to their targets and the school's tracking system provides teachers with a very clear picture of how well their pupils are doing. Teachers use this information well to plan their lessons to meet individual pupils' needs.

Leadership and management

Grade: 1

Outstanding and innovative leadership and management by the headteacher have ensured steadily improving standards and excellent progress for all pupils. The headteacher's enthusiastic leadership and direction ensure that no stone is left unturned in the aim to give all pupils the very best education. Responsibility is delegated very wisely. All staff share the very clear vision, feel fully involved in the leadership and management of the school and are very effective in leading improvements in the areas for which they are responsible.

The governors are very capable and committed, using a wide range of approaches to inform their decision making. The monitoring of teaching and learning and other areas of the school's work is rigorous, regular and shared and ensures that all pupils have access to the same good opportunities to learn and make progress. Links with parents and outside institutions add significantly to the pupils' opportunities. Parents are extremely supportive of the school. One parent, typical of the many positive comments received, wrote that: 'We as parents are encouraged to support the learning process and are offered the tools and information to do so.' The school development plan accurately prioritises the important areas for development and resources are used exceptionally well. The governing body and headteacher have a very clear understanding of its strengths and weaknesses. The school actively embraces the community it serves and successfully reaches out to all families. Pupils have regular opportunities to participate in the community and to develop their understanding of UK and global communities. The school is effective in ensuring equal opportunities for all to succeed.

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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?	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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good is the overall personal development and well-being of the children in the EYFS?	1
How effectively are the children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
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	2
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	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.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

² IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

The quality of provision

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

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 eliminated	1
How well does the school contribute to community cohesion?	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

Annex B

Letter to pupils explaining the findings of the inspection.

06 February 2009

Dear Pupils

Inspection of St Luke's Church of England Primary School, Lymington, SO41 6AE

I would like to thank you for your help during the recent inspection of your school. My colleague and I very much enjoyed our visit.

St Luke's is an outstanding school. You are all making outstanding progress in your learning. Your headteacher and staff help you learn really well and enjoy your lessons. They make sure you understand how to look after yourselves and keep safe and you do this very well. You told us that you really enjoy school and there are lots of things for you to enjoy and do. We agree with you. Your behaviour is excellent and we know you work hard and try to succeed in all that you do.

We have asked your school to do one thing that we feel would make it even better, and this one is really all up to you.

■ Work even harder to raise the attendance and punctuality levels for the small percentage of pupils who do not attend regularly or on time.

We are confident that, with your help, the school will achieve this and will improve still further.

I wish you well in your future education.

Yours faithfully

Clive Lewis
Lead Inspector

