

# St Luke's Primary School

## Inspection report

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<b>Unique Reference Number</b>	118147
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	358273
<b>Inspection dates</b>	6–7 October 2010
<b>Reporting inspector</b>	Michele Crichton

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>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	118
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	B Abbey
<b>Headteacher</b>	R Ashdown
<b>Date of previous school inspection</b>	13 November 2007
<b>School address</b>	Grange Lane North Scunthorpe DN16 1BN
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 12 lessons taught by 12 teachers. They held meetings with the Chair of the Governing Body, staff and groups of pupils. They observed the school's work, and looked at a range of documentation including those relating to safeguarding and to monitoring and evaluation. They also took into account the views of 44 parents and carers who returned questionnaires to the inspection team.

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

- The progress of different groups of pupils in the school including those with profound and multiple learning difficulties.
- The robustness of its target-setting, data analysis and tracking of progress.
- The school's effectiveness in evaluating its actions on pupils' outcomes.
- The school's success in promoting community cohesion.

## Information about the school

St Luke's is a school for pupils with moderate, severe, profound and multiple learning difficulties. About a fifth of the pupils exhibit autistic spectrum disorders, many with associated behavioural difficulties. About a fifth of the pupils have physical disabilities; many have additional medical needs and sensory impairments. Boys outnumber girls by about two to one. Pupils are of predominantly White British heritage. About one tenth speak English as an additional language. A quarter of pupils are known to be entitled to free school meals. A small minority of pupils are looked after by the local authority. Each pupil has a statement of special educational needs. There have been a number of staff changes in the last year, with a new deputy headteacher, two internal appointments to assistant headteacher and changes to the roles of existing staff. Since the last inspection a children's centre has been built close to the school. It has informal links with the school but is not managed by the governing body. It will be subject to a separate inspection.

**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

St Luke's is a satisfactory school. One of its strengths is the supportive, caring and welcoming atmosphere that all staff create. This is much appreciated by parents and carers, who are very supportive of the school. Their views are reflected well in the comment: 'We couldn't be happier with the school and staff that run it. We feel very fortunate that our child has a place here.' There are good links with a wide range of external agencies that provide good support for pupils' needs.

Pupils enjoy school and this reflects in their good attendance. Pupils are knowledgeable about healthy lifestyles. Their behaviour is good and they say they feel safe in school. They feel they will always be listened to and are able to talk to staff if they have worries.

All children start school with very low levels of skills. Although some individuals make good progress, the quality of learning and progress overall is satisfactory. Teaching is satisfactory overall. In good lessons, tasks and resources are interesting, are well matched to the individual learning needs of pupils and teaching assistants support learning well. However this is not consistent across the school and work is not always matched to pupils' learning needs. As a result progress in lessons is variable. Some monitoring of pupils' performance, the quality of teaching and learning and of the school's key documentation does take place. However, it is not sufficiently sharp and procedures are not sufficiently rigorous to provide the information required that would enable school leaders to know strengths and weaknesses precisely.

The curriculum is satisfactorily matched to pupils' needs and interests. It is being developed further to ensure topics and themes are interesting and relevant to the children it serves. Provision to develop pupils' awareness of the cultural diversity of British society is limited and this in turn limits the extent to which the school promotes community cohesion to satisfactory overall.

The leadership's evaluation of school effectiveness is largely accurate although the effectiveness of self-evaluation is restricted by a lack of sharpness in the monitoring of school performance. The areas for improvement from the last inspection have been met and there are new plans to change assessment systems, the curriculum and resources. However, it is too soon to see the full benefits of these. Overall, the school has satisfactory capacity to improve sustain further improvement.

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

- Improve pupils' progress and the quality of teaching and learning to be at least consistently good throughout the school by:
  - keeping accurate assessments of pupils' progress and using these to ensure teachers consistently provide pupils with work that meets their learning needs and challenges them to achieve well
  - ensuring monitoring of teaching and learning is systematic and rigorous
  - developing the skills of all school leaders so that they are fully and effectively involved in monitoring school performance
  - developing the skills of the governing body so that it can check accurately on the work of school leaders in monitoring school performance.
  
- Further promote community cohesion by:
  - evaluating the impact the school's use of the curriculum has in raising pupils' understanding of other cultures and communities and their appreciation of diversity
  - utilising links with the children's centre more fully in order to further strengthen links with the local community.

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

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Pupils achieve satisfactorily. They largely enjoy their lessons, are keen to learn and cooperate well together in class. This is evident when sometimes they are actively involved in practical and meaningful activities that match their particular needs and levels of ability. On these occasions, progress is good. However, more often, when pupils complete tasks they already understand or complete work within their capabilities progress is no better than satisfactory. For a very small number of pupils behaviour can lapse because a lesson activity lacks challenge and resources are uninteresting. However, behaviour is good overall and staff manage any disruptive behaviour well. A few pupils are relatively higher attaining and are expected to transfer to other schools during Key Stage 1. All groups of pupils, including those with profound and multiple learning difficulties, make satisfactory progress overall.

Pupils say they feel very safe and secure. This is because staff are consistent in their approach and have very good relationships with pupils. There is a genuine atmosphere of respect and consideration for others. Pupils gain a good understanding of healthy lifestyle through good self-care routines, tasting a wide variety of healthy foods at meal and snack times (they can relate, 'Apples and pears are good for you and only eat a bit of chocolate!') and participating in sports and physical activities. Success is shown, for example, through pupils extending the range of foods that they will eat and the good participation in a variety of sporting and physical activities, which pupils say they enjoy. These include judo, Activate (in class movement sessions) and swimming.

Pupils make a satisfactory contribution to the community through the school council and by useful tasks such as taking registers to the office. Pupils' cultural development is not as strong as their social, moral and spiritual development. Attendance is good overall. Staff have good links with hospital staff and parents and carers to ensure learning and development continues appropriately during time away from school, whilst also being sensitive to the needs and health of the individual.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teaching, learning and assessment procedures are satisfactory. In some lessons work is motivating and planning is explicit in directing learning activities for support staff and focuses on what skills or knowledge children are acquiring. Assessments of learning are evaluative and the levels of achievement included on children's work helps teachers measure the skills pupils are acquiring and the progress they make. However this is not the case in the large majority of lessons. Tasks do not always engage or challenge pupils sufficiently, with pupils finding them well within their capabilities. As a result learning in these lessons is no better than satisfactory. Assessment procedures are being reviewed. A combination of assessment systems is used in the school to capture the progress of pupils with a wide range of different needs and abilities. This process is time consuming and assessment does not consistently provide the accurate information teachers need to match work to pupils' learning needs. The school is transferring to a more suitable electronic system to track pupils' progress.

Notable features of care, guidance and support are the links established with other agencies including strong collaboration with the local secondary special school to

<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\*

In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

ensure positive transition arrangements, especially in pastoral support for pupils. Staff provide a welcoming environment for pupils, which parents and carers readily appreciate. They also maintain warm, positive relationships with pupils. This is evident in the predominantly calm classroom environments. Pupils say there is always someone who will listen to them and help if needed.

The curriculum is satisfactorily matched to pupils' needs and interests. It is currently under review with changes planned to add greater experiences aimed at developing pupils' awareness and appreciation of cultural diversity, and to make topics more interesting and relevant to their needs and interests. It is enriched through lunch time activities, visitors into school and visits out of school, for example, to shops and museums. Information and communication technology is used satisfactorily in lessons to support learning. Many teachers use interactive whiteboards to support learning but little was seen during the inspection of the involvement of pupils in using these resources.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The recently formed leadership team combines a range of skills and experience. The headteacher and all school leaders are focused appropriately on improving the school further. For example, a curriculum review is already underway; there are designated roles for monitoring teaching and learning; and new software to track pupils' progress is to be introduced. However, the work of the leadership team is still at a very early stage of development and hence evidence of its impact is limited.

The quality of governance is satisfactory. The governing body does much to raise funds for the school and is committed to its further improvements. Its members and other school leaders monitor school practices and performance but monitoring lacks sufficient sharpness and rigour. This means, for example, that certain key documents are not all of the same good standard and that there are inconsistent practices across the school.

All safeguarding requirements are met and all staff training is up to date. The school satisfactorily promotes equality of opportunities for all its learners regardless of their special educational need so that no pupils are disadvantaged. It makes a satisfactory contribution to community cohesion, actively and successfully promoting this within the school community and reaching out beyond this although it does not yet make full use of the links with the local children's centre in this respect. A plan for developing community cohesion is in place but an evaluation of the benefits and impact from the developments is not included in it.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	<b>3</b>
<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>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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Parents and carers are happy with the care and support their children receive at this early stage of their learning. There are good links with a range of agencies to best support the needs of the children. A new leader of the Early Years Foundation Stage has also recently taken up post and both the curriculum and assessment procedures are being reviewed and updated. The overall effectiveness of all aspects of the Early Years Foundation Stage, including children's progress, is satisfactory.

The individual care needs of children are met well in both the Nursery and Reception classes. Staff spend a lot of time cheerfully talking and playing with children and relationships are positive. However, they sometimes miss opportunities to challenge the more able learners and the outdoor provision is not fully utilised as a learning resource.

Pupils are encouraged to make choices as far as they are able. Hygiene routines are well established and take high priority. For example, surfaces are sprayed and cleaned before children begin an activity. Pupils respond well to routines and settle well. Practitioners are skilled people who understand the needs of young children well.

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

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

## Views of parents and carers

The large majority of parents and carers have very positive views about the school and inspection findings support these views. Most parents and carers who responded to the questionnaire provided for them were very happy about the school's provision. A very small minority had individual concerns but following additional scrutiny of documentation and further discussions with staff the inspection team found no evidence to support these concerns.

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

Ofsted invited all the registered parents and carers of pupils registered at St Luke's 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 118 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	66	11	25	3	7	0	0
The school keeps my child safe	34	77	8	18	1	2	0	0
The school informs me about my child's progress	25	57	16	36	1	2	1	2
My child is making enough progress at this school	22	50	18	41	3	7	0	0
The teaching is good at this school	30	68	13	30	1	2	0	0
The school helps me to support my child's learning	19	43	20	45	3	7	0	0
The school helps my child to have a healthy lifestyle	20	45	23	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)	19	43	18	41	0	0	0	0
The school meets my child's particular needs	30	68	10	23	1	2	0	0
The school deals effectively with unacceptable behaviour	25	57	14	32	1	2	0	0
The school takes account of my suggestions and concerns	28	64	14	32	2	5	0	0
The school is led and managed effectively	36	82	8	18	0	0	0	0
Overall, I am happy with my child's experience at this school	35	80	6	14	2	5	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 is for the period 1 September 2009 to 31 March 2010 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring term 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.**



7 October 2010

Dear Pupils

### **Inspection of St Luke's Primary School, Scunthorpe DN16 1BN**

Thank you for making the inspectors so welcome when we visited your school. It was lovely to meet you. We talked to you about what you learned at school and we really appreciated how willing you were to talk to us. Some things about your school are good. We saw you behaving well and you told us that you enjoy school, feel safe and well cared for by adults in your school. You know a lot about keeping healthy. Your school works well with your parents and carers and with lots of other adults, some who come into school to look after you personally.

At the end of our two days with you we decided St Luke's is a satisfactory school. There are both strengths in your school and things that need developing. For all of you to make good progress, the inspectors have asked your teachers to make sure that all your work is at the right level to help you learn as well as you can and that they keep accurate assessments of your progress. We have asked all school leaders to be thoroughly involved in making sure these things happen. We have also asked them to help you understand more about different cultures and communities. This includes those close to you and those that are further away.

You can help by working hard in response to what we are asking teachers and school leaders to do to improve your school.

Yours sincerely

Dr Michele Crichton  
Lead inspector

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