

# Hanley St Luke's CofE aided Primary School

Wellington Road, Hanley, Stoke-on-Trent, Staffordshire. ST1 3QH

**Inspection dates** 24–25 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- There is not enough good or better teaching to challenge the pupils consistently.
- Achievement and progress are uneven across the school despite evidence of some recent good progress.
- Although there are signs of improvement at the end of Key Stage 1, progress over time has been slow and attainment in reading, writing and mathematics is consistently below average.
- Leaders' monitoring of the school's performance, and particularly of teaching, has not been rigorous enough. They have been slow to fully address issues from the previous inspection.

### The school has the following strengths

- Since the previous inspection, pupils' attainment in reading, writing and mathematics shows a rising trend at the end of Year 6. Pupils behave well and have good attitudes to learning. They enjoy school and their attendance is above average.
- The school provides a caring and supportive environment in which its Christian values are firmly embedded.
- The school is making good use of recent local authority support to set the right priorities and plan further improvements.
- The governing body knows the school well. It is strongly supportive and committed to the school's improvement.
- The pupil premium funding is used effectively and shows a positive impact on some pupils' achievement.

## Information about this inspection

- Inspectors observed 21 lessons and parts of lessons.
- Meetings were held with pupils, staff, members of the governing body and a representative from the local authority. There was also some informal discussion with parents.
- In addition, inspectors took account of the 16 responses from parents via the on-line questionnaire Parent View.
- Inspectors observed the school's work and looked at a wide range of documentation including national assessment data and the school's own assessments, the school's self-evaluation, a recent local authority report, curriculum information, minutes from governing body meetings, safeguarding information and pupils' past and current work.

## Inspection team

Kevin Johnson, Lead inspector	Additional Inspector
Heather Simpson	Additional Inspector
Maria McGarry	Additional Inspector

## Full report

### Information about this school

- The large majority of pupils in this bigger than average-sized primary school are White British.
- The proportion of pupils eligible for support from the pupil premium is above average. The pupil premium provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- A smaller than average proportion of pupils is supported by school action.
- Similarly, the proportion of pupils with a statement of special educational needs or supported by school action plus is below average.
- The school meets the current floor standards, which are the minimum government expectations for pupils' attainment and progress.
- The school provides a breakfast club during term time.
- The Activemark and Artsmark gold awards have been achieved in recognition of the school's commitment to pupils' health and well-being and their enjoyment of the arts.

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

- Raise the quality of teaching to good by:
  - ensuring that teaching assistants are deployed effectively so that pupils of different abilities, particularly the more able, can be challenged appropriately
  - reviewing the way in which teaching time is organised in order to speed up the pace of learning and increase the expectation of how much work pupils can do in the time they have
  - making sure that good quality marking is consistent through the school and that it always shows clearly to pupils how to improve on their work.
- Raise attainment at Key Stage 1 in reading, writing and mathematics by:
  - using assessments more effectively to identify what to teach individual pupils and ensure that more-able pupils, especially, are challenged to achieve higher levels
  - making sure that there is a consistently strong focus on developing writing skills in the Early Years Foundation Stage.
- Apply more rigour to the evaluation and improvement of teaching by:
  - frequent monitoring of teaching that focuses on both what and how well pupils learn and follows up issues quickly to secure improvement
  - ensuring that subject leaders know accurately the standards and quality of teaching in their subjects
  - continuing to use the school's best practice to model good or better teaching throughout the school.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children start the Nursery classes with skills generally below those expected for their age, especially communication and language skills. They settle into daily routines quickly and soon become confident enough to make choices about what they do. Children make steady progress throughout Nursery and Reception classes. Although many fall short of the expected targets for their age, especially in writing, they achieve satisfactorily by the time they enter Year 1.
- Progress in Years 1 and 2 is currently picking up pace but has been slow to do so since the previous inspection. Standards at the end of Year 2, in the 2012 assessments, are below average in reading, writing and mathematics. Current Year 2 pupils make steady progress in reading. They tackle their reading books confidently and use their knowledge of letters and sounds well to break down unfamiliar words. They are keen to read, do so regularly at home, and are on track to achieve broadly expected levels by the end of Year 2.
- Attainment at the end of Year 6 shows improvement since the previous inspection and progress has begun to gather pace during the past year. A strong focus on raising achievement in English has paid off and standards are average. The school has turned its attention to mathematics and is making headway in that area with achievement much closer to what is expected nationally and better than in previous years. Progress across different groups and classes is uneven, matching the inconsistent picture of teaching. Standards in reading in Year 6 are broadly average. Some pupils feel that their ability is higher than it actually is. Pupils have good attitudes to reading and speak enthusiastically about their studies of Shakespeare's plays. They read the books they are given accurately and generally understand what they read. They say that they are not heard to read regularly, and some find it difficult to read with expression.
- For some disabled pupils and those with special educational needs, progress is good. School assessments show some significant gains in the levels that those pupils achieve in reading, writing and mathematics. Learning for this group is clearly planned according to their needs and there is some effective group teaching to boost pupils' skills. The results of this support are not measured, however, on a regular enough basis which means that some pupils' targets and their progress do not move on as quickly as they could.
- Pupils supported by the pupil premium benefit well from the additional teaching support that the funding buys. The school's analysis of pupils' progress shows clearly that pupils known to be eligible for free school meals have improved their performance. The gap between their attainment and that of others in the school is closing.

### The quality of teaching

### requires improvement

- Teaching is not consistent. Some lessons are good but in too many the level of challenge for pupils and teachers' expectations are insufficient to drive good progress.
- There are weaknesses in teachers' planning with regard to how to make the best use of time, especially in the longer sessions. This results in a lack of urgency and often too little work being done by the pupils.
- Where teaching is good, pupils are very clear about what they must do. This gives them the confidence to tackle work without relying on the teacher. As a result, the teacher picks up on individual errors and moves learning to the next step. In a mathematics lesson time was used well to teach pupils different ways to check their answers after solving number problems and this led to a good pace of learning.
- Relationships in lessons are good. Teachers value the contribution that pupils make and are quick to praise and raise self-esteem. They encourage pupils to work with partners to test their ideas on each other. Teachers use different approaches to engage pupils in learning. Electronic whiteboards are used well to help pupils focus on the lesson. As a result, pupils are keen to learn.

- Teaching assistants are not always expected to contribute as well as they could. At times they are observers while the teacher has the whole class sitting on the carpet. In some of those lessons it was apparent that higher-ability pupils were capable of more difficult work but they were not catered for in the planning or separated into different ability groups for more challenging teaching. This was evident in some phonics lessons. Where the teaching assistant was given a clear teaching role all groups in the class made good progress.
- The quality of teachers' marking varies considerably between classes and across subjects. Some literacy books provide clear guidance about what pupils have done well and what they need to do next. In other books, work is merely ticked or not marked at all.
- The school has developed a successful way to provide and encourage homework. Pupils choose their topics and how to present them. They use a range of skills and work independently. They take obvious pride in their homework books and produce good quality work.

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

- Pupils have positive attitudes to learning. They say that they enjoy school and feel safe when they are there because they are well cared for. That view is supported by parents. The vast majority are highly supportive of the school and appreciate initiatives such as the breakfast club and nurture group because of the additional care they provide. The nurture group provides extra support for some younger pupils. Inspectors saw good practice in this setting. Pupils' attendance is above average.
- Pupils are aware of the different forms that bullying can take, including name-calling. They say that bullying is not a problem in school and they are confident that incidents will be dealt with firmly and fairly if boundaries are crossed. They also know how to manage potentially dangerous situations outside school including cyber bullying, and pressure from others. The school has a consistent system in place to encourage good relationships and all pupils know how this works.
- Behaviour in lessons and around the school is good. Pupils are polite to one another, show respect for all adults and are well mannered. They know how to adjust their behaviour for different occasions. Their behaviour during assemblies is exemplary. Pupils are very tolerant of others differences. Overall, their spiritual, moral, social and cultural development is good.
- Pupils make a good contribution to the everyday life of the school. They are confident and articulate ambassadors who are proud to be St Luke's pupils. They willingly carry out a range of helpful tasks to help the school run smoothly, including caring for those younger than themselves to see them safely around the school. Those on the school council value their positions of responsibility and ensure that the pupils' voice is clearly heard.

### **The leadership and management requires improvement**

- Since the previous inspection the school has worked hard to establish a cohesive and active senior leadership team. This work has been slowed by some staffing changes and the need to replace and retrain.
- Those difficulties have now been resolved and senior leaders currently share a clear vision for school improvement with all staff and the governing body.
- Nevertheless, not all issues from the previous inspection have been fully dealt with, particularly those linked to teaching and this remains a main focus for school improvement.
- Leaders' monitoring of teaching performance at senior and subject leader level has lacked rigour and the necessary focus on learning. As a result, the school's view of teaching has been overgenerous. There have been some worthwhile attempts to make sure that all teachers are exposed to the very best practice in the school.
- Valuable input from the local authority has rectified the school's view of teaching. Leaders are clear where priorities lie. Plans for rigorous performance management and a cycle of monitoring which focuses sharply on the impact of teaching on pupils' learning are beginning to show

results in the pupils' progress and attainment at the end of Year 6. Performance management has eliminated inadequate teaching. Leaders recognise, however, that there is still work to be done to embed rigorous monitoring and evaluation and to achieve teaching that is consistently good. Capacity for improvement is indicated by the improving picture and leadership's clear direction and support.

- Training for leaders of literacy and numeracy has had some impact in raising achievement. Plans to increase the monitoring role of other subject leaders have been made so that all can contribute to more accurate self-evaluation, improvement planning and better achievement.
- Curriculum planning is developing well and early signs are that pupils enjoy their input and the challenges that topics produce. Appropriate attention is given to literacy and numeracy. Writing across subjects is an increasing feature of pupils' work.
- The range of activities to enrich pupils' learning and encourage enjoyment is good. Clubs are well attended. An impressive number of Year 3 pupils gave up their lunchtime to practise for the choir.
- Good relationships and levels of pupil participation in the life of the school are positive features of the school's approach to promoting equality and tackling discrimination.

■ **The governance of the school:**

- The governing body is ambitious for the school and strongly committed to its role in holding the school to account. It is becoming more familiar with progress data and comparing that data with the national picture. Governors monitor the impact of the pupil premium funding. They recognise that attainment has risen recently but know that further improvement is needed in teaching where their evaluation has been too generous. They also acknowledge that the pace at which previous inspection issues have been dealt with has been too slow. Procedures for managing the headteacher's performance are in place and strategies to challenge and eradicate inadequate teaching performance have been successful. There is a good range of expertise in the governing body and its members contribute much to the school's ethos through visits and leading assemblies. They fulfil all their statutory responsibilities well including safeguarding, which meets government requirements, and to which the school has a meticulous approach. Pupils' safety and well-being are regularly discussed at governing body meetings to ensure its continued effectiveness. School staff and governors have undertaken relevant training and all policies and procedures are clear.

## 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>	124313
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	402250

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>	Voluntary Aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	468
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev. Keith Haywood
<b>Headteacher</b>	Mr. Mark Barlow
<b>Date of previous school inspection</b>	1 March 2010
<b>Telephone number</b>	01782 234390
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