

# Hanley St Luke's CofE Aided Primary School

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

**Inspection dates** 20–21 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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. Select

- Children get off to a good start in the Early Years Foundation Stage because teachers plan activities to interest and challenge them.
- Achievement across the school is good because the vast majority of pupils make at least expected progress and an increasingly significant number is making more than expected progress.
- Teaching is typically good, with some that is outstanding. Teachers have consistently high expectations of what pupils can achieve and pupils respond very well.
- Pupils' behaviour and positive attitudes to each other and to their learning ensure that the school is a safe and harmonious environment where they are supported to achieve the best that they can.
- The range of additional sporting and educational activities provided by the school ensures that pupils are able to broaden their experiences very effectively.
- The headteacher, governors and staff have worked together very effectively to improve the quality of teaching and pupils' achievement significantly since the last inspection. They have been well supported by the local authority.

### It is not yet an outstanding school because

- Not enough teaching is outstanding to ensure that all pupils make outstanding progress.
- Marking does not always provide pupils with specific advice about the skills they need to develop further.
- Standards in writing are not improving as quickly as those in reading and mathematics, particularly in Key Stage 1.
- Opportunities to apply mathematical skills across the curriculum are not as well established as those for literacy.

## Information about this inspection

- Inspectors observed 24 lessons or parts of lessons, of which two were observed jointly with the headteacher.
- Inspectors held meetings with groups of pupils from across the key stages, with senior leaders and other leaders, governors and teachers. A telephone conversation was held with a representative from the local authority.
- Inspectors took account of 22 responses to the on-line questionnaire (Parent View) and evaluated the written responses from parents and pupils, collected and collated by the school. Inspectors also took account of 34 responses to a staff questionnaire.
- A range of school documentation was reviewed and evaluated, including: records of progress made by current pupils; self-evaluation documents and improvement plans, behaviour and bullying logs; staff performance records; minutes of governing body meetings and safeguarding policies and records.
- Inspectors also considered work from pupils across all age groups and from a range of subjects.

## Inspection team

Merryl Ford, Lead inspector

Her Majesty's Inspector

Elaine White

Additional Inspector

Maureen Coleman

Additional Inspector

## Full report

### Information about this school

- The school is a larger-than-average primary school with a nursery.
- The proportion of pupils supported through the pupil premium (additional funding provided for pupils known to be eligible for free school meals and children looked after by the local authority) is above average.
- The proportion of disabled pupils and those who have special educational needs and requiring support through school action is below the national average. The proportion of those requiring support at school action plus or by a statement of special educational needs is also below average.
- A higher than average proportion of pupils comes from minority ethnic groups and the number for whom English is thought to be a second language is significantly higher than average.
- The school's performance meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress.

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

- Further improve the quality of teaching so that more is outstanding by making sure that:
  - all teachers routinely plan tasks that take account of pupils' different starting points
  - marking clearly identifies the skills that pupils need to develop further, including in homework tasks.
- Further raise attainment, particularly in Key Stage 1, by:
  - ensuring that the improvements in writing secured in the Early Years Foundation Stage are further built upon, so that more pupils achieve higher levels at the end of subsequent key stages
  - increasing opportunities for practising mathematical skills across a range of subjects.

## Inspection judgements

### The achievement of pupils is good

- Children enter nursery with skills that are usually well below those expected for their age. This is particularly the case for speech and language, for managing feelings and awareness and for understanding number. Nonetheless, because teachers ensure that children settle quickly and well, they make good progress and achieve good rates of development. A strong focus on developing effective attitudes to learning ensures that they are well prepared for Year 1.
- Progress has improved substantially in Years 1 and 2. As a result, attainment at Level 2 and above is much closer to the national average, particularly in reading and mathematics. This is because the majority of pupils are making rapid progress from their starting points in these subjects.
- Attainment in writing has not risen as quickly because this has been a more recent focus for the school. However, writing is now a priority for the school and current monitoring is showing more rapid progress in this area.
- The proportion of pupils who reach the required standard in the Year 1 check on their phonics skills (letters and sounds) is expected to improve significantly this year to at least the national average. This is as a result of improved teaching of phonics and rapid, targeted intervention for those pupils who are at risk of not making the required progress.
- Attainment at the end of Year 6 has improved steadily over the last three years and is now in line with the national average. The school's robust tracking of pupil achievement suggests that this will improve further this year.
- Pupils with disabilities and those with special educational needs are very well supported. As a result of targeted intervention, they make good progress.
- The gap between those eligible for free school meals and other pupils, overall in English and mathematics in 2013, was less than one term and is closing rapidly in almost all year groups, particularly in reading. These pupils benefit greatly from the additional support provided by pupil premium funding and by the carefully targeted interventions put in place.
- The school monitors the progress of pupils with English as an additional language to ensure that interventions are put in place where required. Records show that these pupils are making progress that is at least in line with that of their classmates.
- The vast majority of the most-able pupils are making good progress in relation to their starting points. For instance, in the current Year 6 most are on track to make more than expected progress.
- Most parents who responded to the questionnaire believe that their children make good progress and inspectors support this view.

### The quality of teaching is good

- Teaching has improved significantly since the last inspection. The school has eradicated inadequate teaching and almost all teaching seen during the inspection was at least good or better. This is because all teachers now have consistently high expectations of what pupils can achieve and work hard to provide the opportunities for them to succeed.
- Teachers have good subject knowledge which they use effectively to plan lessons that pupils find interesting. They ensure that there are opportunities for whole-class, individual and group work, so that pupils have the opportunity to consolidate and apply their learning. For instance, in a Year 6 class, following a whole-class introduction to circuits, pupils thoroughly enjoyed working in groups to investigate the various ways in which different circuits work, before recording their results independently.
- Regular and accurate assessment ensures that teachers know how well pupils are doing and regular checks on their progress in lessons ensure that any misconceptions are identified and dealt with rapidly.

- Where teaching is most effective, teachers plan tasks and activities that provide different levels of challenge and different approaches to learning that are well matched to pupils' starting points. As a result, in these cases, all pupils make rapid gains in understanding and can articulate what they have learned very well.
- Pupils now have more opportunities to apply their literacy skills across a range of subjects and they are increasingly writing at length for a range of purposes and audiences. However, opportunities to practise mathematical skills across the curriculum are less well-developed.
- Marking is now much more consistent across the school and pupils are routinely expected to respond to teachers' comments. However, although teachers' comments often include thoughtful questions, they do not always clearly identify the skills that need to be improved. Consequently, a few pupils are not clear about what they are doing well and what they need to develop.
- Teaching assistants have been provided with good training and they have a positive impact on the progress of the pupils they support, particularly those with special educational needs. They play an active role in lessons and are quick to promote opportunities to help them extend their ideas and understanding.
- The use of homework books provides pupils with very good opportunities to develop their skills. Inspectors noted that pupils clearly enjoyed these opportunities because activities are imaginative, fun and interesting. However, teachers' marking of this work means that sometimes opportunities to improve literacy skills are missed.
- Inspectors noted the vibrant learning environment created by teachers in their classrooms and around the school, which helps pupils with their learning.

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

- The behaviour of pupils is outstanding. They are exceptionally keen to learn and to achieve as best as they can, settling quickly in lessons and working hard to meet their targets and complete tasks.
- Pupils' behaviour around the school at different times of the day and with different staff is exemplary. They are respectful of each other and of staff and have exceptionally good manners. Consequently, play times and lunch breaks are calm, orderly occasions where pupils get along with each other very well.
- Pupils have a very good understanding of different cultures, religions and beliefs. They talk about the need to treat everyone as one of the 'family' of the school and put this into practice on a daily basis.
- Pupils are encouraged to take on responsibility for aspects of school life, such as becoming monitors for e-safety, and many do so with great aplomb and commitment. The school council is active and pupils are often part of the decision-making process in school. For instance they were instrumental in developing the behaviour policy, including the steps to rewards and sanctions.
- Pupils take great pride in their school and are keen to ensure that visitors see it in the same highly positive light, pointing to their achievements and their appreciation of the staff who make this possible.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and are confident that adults will look after them and deal with any problems that may arise.
- The school ensures that pupils have a good understanding of different types of bullying and they say that on the very rare occasions it occurs, it is dealt with quickly and effectively.
- Although attendance has decreased slightly, it is in line with the national average for all groups.

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

- There has been significant improvement of leadership and management at all levels since the last inspection. The headteacher has successfully led the strong drive to improve teaching and learning, with very effective support from the governing body and the local authority.

- Leaders have provided a comprehensive training programme that has included opportunities for all staff to observe outstanding practice in other schools. Teachers have been encouraged to apply that practice to their own teaching. However, although this has made a strong contribution to the improvement in teaching already secured, consistently outstanding teaching has yet to be achieved across all year groups.
- There is a clear and effective system for monitoring the quality of teaching that is well understood by staff. Teachers' performance is managed well and their targets relate strongly to pupils' achievement. Pay progression is clearly linked to the achievement of these.
- Leaders regularly check how well pupils are achieving. Assessment is accurate and tracking monitors the progress of all pupils and vulnerable groups. As a result, rapid action is taken to support those who are not making the progress they should and this is monitored for its impact.
- Subject leaders now take an active role in checking the quality of teaching, providing good support and challenge to their colleagues.
- The school provides a broad and balanced curriculum that is well-matched to pupils' needs and abilities. As a result, pupils enjoy their learning, try their best and make good progress.
- Pupil premium funding is spent wisely. The majority has been spent on additional staffing, which has had a significant impact on closing the gap on progress and attainment for these pupils. Funding has also been used to ensure that these pupils have access to residential experiences and for targeted support in mathematics and writing.
- Social, moral, spiritual and cultural provision is a real strength of the school. Pupils consistently display their enjoyment of learning about the lives and experiences of others and the world around them. They demonstrate a mature approach to the need to understand and respect differences. Assemblies are carefully planned to ensure that these attitudes are fostered and developed from nursery upwards.
- Leaders promote equality of opportunity effectively and, as a result, gaps are rapidly closing in the performance of different groups.
- Sport funding has been used very well to substantially increase pupils' participation in a wide range of sporting activities. The number and variety of school clubs has increased and now take place before school, at lunch time and after school and include activities chosen by pupils.
- The local authority has provided good support for the school, particularly since the last inspection. Additional help was provided to support leadership and improve the quality of teaching and learning. Regular reviews help the school to improve.
- **The governance of the school:**
  - Since the last inspection, the governing body has received training which has given it a better understanding of the school's performance data. Governors now examine the progress made by different groups very carefully and know how this compares to the national picture. Consequently they know the school very well and have a clear view of how it has improved, including the quality of teaching and are clear about the next steps required. Governors challenge school leaders appropriately and this is documented well in governing body minutes. They are fully aware of the links between pay and performance and manage the headteacher's performance management effectively. They have a good overview of how the pupil premium has been spent and its impact.

## 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>	442599

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>	462
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lloyd Cooke
<b>Headteacher</b>	Mark Barlow
<b>Date of previous school inspection</b>	24 October 2012
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