

Hanley St Luke's CofE Aided Primary School

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

Inspection dates

11–12 December 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the last inspection, there has been a decline in the overall effectiveness of the school. Attainment in reading, writing and mathematics at the end of key stage 2 was low in 2017 and 2018.
- Over time, disadvantaged pupils achieve less well than other pupils in key stage 1 and key stage 2. This is now improving.
- In some year groups, in subjects across the curriculum, the work for the most able pupils is not sufficiently challenging. This limits the progress this group of pupils can make.
- The quality of teaching is too variable between classes and subjects. Consequently, pupils do not make consistently good progress, particularly in reading and writing.
- Pupils do not have enough opportunities to practise their writing skills. As a result, in some year groups pupils do not write with the fluency and accuracy typical for their age.
- The proportion of boys who achieve a good level of development is low. As a result, some are not well prepared for the demands of Year 1.

The school has the following strengths

- Since her arrival in January 2017, the headteacher has brought about significant improvements in the quality of teaching, particularly in mathematics.
- Leaders and governors have an accurate understanding of the school's strengths and weaknesses. Their plans for improvement include appropriate actions that have an unrelenting focus on improving standards.
- Pupils make good progress in mathematics because the good quality of teaching in this subject is effective.
- Children make good progress in the early years. Adults work hard to develop children's confidence and communication skills.
- Leaders ensure that the curriculum is broad and balanced. Pupils enjoy learning and acquiring new skills in a range of subjects.
- Pupils behave well and most demonstrate positive attitudes to learning.
- Safeguarding is effective. Leaders ensure that pupils' well-being is a priority.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching of English to ensure that all pupils, including those who are disadvantaged, make consistently good progress in all year groups, by:
 - planning learning that builds upon what pupils can already do
 - ensuring that pupils develop reading comprehension skills that allow them to have a deep understanding of the text that they have read
 - further developing pupils' knowledge of grammar, punctuation and spelling
 - increasing the opportunities for pupils to write at length in English and other curriculum areas.
- Further strengthen the quality of leadership by ensuring that:
 - the curriculum is designed to ensure that the most able pupils are sufficiently challenged across all subject areas.
- Further improve the early years provision by ensuring that:
 - a greater proportion of boys achieve a good level of development so that they are better prepared for the academic demands of Year 1.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the last inspection, there has been a decline in the standards of attainment and rates of progress. Following her appointment, the headteacher has led the school with a steely determination to bring about improvement. She is ably supported by the senior leadership team and together they have had a demonstrable impact on many aspects of the school. This is most notable in the quality of provision in the early years, the teaching of mathematics and pupils' personal development and welfare.
- Senior leaders have a complete understanding of the school's strengths and areas for improvement. Their action plans have a sharp focus on improving outcomes for pupils and further developing the quality of teaching so that it is consistently good throughout the school.
- Leaders make regular checks on the quality of teaching and provide feedback for all staff to help them to improve. Teachers appreciate this feedback because they are keen to improve their own practice. Leaders ensure that training targets the weaknesses they have identified. Over the last year, there has been a focus on the requirements of the national curriculum in all key stages and subjects. As a result, teachers and classroom assistants all have a secure knowledge of the curriculum they are delivering.
- Staff morale is high. Almost all staff who replied to Ofsted's online survey said that they were proud to work at the school.
- Over time, disadvantaged pupils have achieved less well than other pupils at the end of key stage 1 and key stage 2. Leaders, including governors, have an accurate understanding of the barriers that disadvantaged pupils face. Current school assessment information shows that disadvantaged pupils make strong progress in some subjects, for example mathematics. This is beginning to reduce the differences in attainment between disadvantaged pupils and other pupils.
- As a result of leaders' effective use of the physical education (PE) and sport premium funding, pupils participate in a wide range of sports. This includes opportunities to take part in competitions with local schools. Leaders evaluate the impact of this funding well, for example through regular checks on the quality of the teaching of PE.
- Leaders introduced a revised curriculum in September 2018. It is designed well to ensure that there is a focus on pupils' acquisition of subject-specific knowledge and skills. The curriculum is broad and balanced, and is enriched with opportunities to visit new places and have exciting experiences. There are clear links with the local area, including projects about the pottery industry and the captain of the Titanic, Edward J Smith, who once lived not far from the school. However, in some year groups, the most able pupils' books show that they do not have enough opportunities to deepen their understanding of what they are learning about.
- Pupils' spiritual, moral, social and cultural development is promoted very well. Pupils develop a good understanding of major world religions and they are very respectful of those who have a different religion to their own.

The curriculum makes clear links to fundamental British values, particularly democracy

and the rule of law. Pupils demonstrate their understanding of British values in ways that relate to their school.

- Most parents, including those who spoke to inspectors and those who completed Ofsted's online questionnaire, Parent View, are positive about the work of the school. They agree that their children are safe and well cared for. A small number of parents have some concerns about poor behaviour at breaktime and lunchtime. Inspectors found no evidence to support these views during the inspection.

Governance of the school

- Governors share the headteacher's drive and ambition to improve outcomes for all pupils. They are deeply committed to the school, and ensure that they have the skills and knowledge they need to carry out their responsibilities by accessing appropriate training. This includes training to ensure that they meet their statutory safeguarding responsibilities, such as their duties regarding the safe recruitment of staff.
- Governors have an accurate understanding of the strengths and weaknesses of the school. They use this knowledge to challenge and support leaders appropriately. They make regular visits to the school to find out for themselves about the quality of provision, and have a well-organised system of links with specific subject leaders.
- Governors now pay close attention to how additional funding is being used to improve outcomes for disadvantaged pupils and those pupils with special educational needs and/or disabilities (SEND). They monitor the progress of all pupils and question senior leaders about any groups of pupils who are at risk of falling behind in different subjects and year groups.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and governors ensure that high priority is given to the safety and well-being of pupils. They know the community well and have a good understanding of the specific safeguarding concerns that relate to the school. All staff receive appropriate and regular up-to-date child protection and 'Prevent' duty training. As a result, staff know how to spot the signs of abuse and they report any concerns they have promptly.
- Child protection records are stored securely. They are well organised and contain detailed information, including that which has been shared by other professionals. This ensures that leaders have a thorough understanding of the needs of vulnerable pupils.
- Staff who completed the inspection survey are confident that pupils are safe in school. Most of the parents who completed Ofsted's online questionnaire, Parent View, agreed that their child is well looked after, feels safe and is happy in school. Pupils said that they feel safe in school and could explain how the curriculum helps them to learn how to stay safe. For example, pupils know how to stay safe when they use the internet, they learn about the danger that strangers can pose and they learn about fire safety.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching in key stage 1 and key stage 2 is too variable. Teachers do not always take sufficient account of what pupils can already do, particularly in reading and writing. Consequently, too often, pupils must complete tasks that do not move their learning on appropriately. This hinders pupils' progress.
- The teaching of reading is improving, but it is not consistently good throughout the school. Leaders now ensure that pupils share and discuss high-quality texts that are well matched to the standards typical for their age. Pupils enjoy reading and, because of a whole-school focus on language and vocabulary, most pupils understand what they have read. In addition, in some year groups, particularly in upper key stage 2, pupils are developing a wide range of reading skills, including making predictions and justifying opinions. However, this practice is not embedded across all year groups.
- The teaching of mathematics is consistently strong. Teachers have good subject knowledge and they use this to explain tasks clearly. Pupils have a good grasp of calculation strategies and they have regular opportunities to apply this knowledge when solving problems. Teachers have a high expectation that pupils will use the correct mathematical vocabulary when they reason about their work. Pupils' books show that the mathematics curriculum is broad, and that teachers plan activities that will challenge pupils, including the most able. As a result, pupils are now making stronger progress in all year groups.
- The teaching of writing is not always effective. While teachers set tasks that aim to improve pupils' knowledge of spelling, punctuation and grammar, often these tasks are very basic and are not well matched to what many pupils already know and can do. In some year groups, pupils do not write at length regularly. Pupils' books show that they do not have enough opportunities to practise and develop their writing skills across different subjects.
- Phonics is taught well. It is delivered by teachers and other adults who have good subject knowledge. Pupils practise their skills by reading books that reinforce their phonics knowledge. As a result, pupils make good progress towards becoming fluent readers.
- Support staff are used well in lessons. They work in partnership with the class teachers to ensure that additional support is provided where it is needed the most. As a result, teaching assistants make a positive contribution to the progress that pupils make.
- Relationships are positive in all classes. Pupils enjoy their lessons and they are happy to ask for help when they need it. Teachers and teaching assistants are encouraging and they notice when pupils are working hard. Pupils appreciate this recognition. As a result, most pupils try their best and take care with the presentation of their work.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy coming to school because they feel well cared for and safe. Pupils are confident that if they were worried about anything, there would be a 'trusted adult' who they could ask for help. Pupils have a clear understanding of the difference

between bullying and falling out. They said that when bullying has happened in the past, adults have dealt with it quickly. Pupils also explained that if they feel they need further help, they can always ask the headteacher.

- Pupils are proud of the additional responsibilities they have. For example, playground leaders in upper key stage 2 enjoy organising activities for younger pupils at lunchtime. Pupils who have been elected to the school council told inspectors that they are involved in making decisions about changes at the school. They explained that they helped senior leaders to reorganise how the dining room is used at lunchtime.
- Leaders ensure that pupils understand the importance of leading healthy lives, and promote keeping fit and active alongside a balanced diet. Pupils can experience a wide variety of different sports in clubs at lunchtime and after school.
- The popular breakfast club is well attended. Leaders ensure that the food on offer is healthy, and that activities are well organised and matched to pupils' interests. As a result, pupils have a positive start to their day.
- Pupils demonstrate care and respect for others. Each year, they make choices, through a voting system, about the charities the school will support. When asked why this was important, one pupil told inspectors, 'We have a responsibility to help people who are less fortunate than us.'

Behaviour

- The behaviour of pupils is good.
- Pupils are well mannered and welcoming to visitors. They are proud to be part of the school and they model the school's Christian values of honesty, courtesy, kindness, perseverance and respect well.
- Pupils behave well in lessons. They have positive attitudes to learning and most pupils try hard to do their best.
- Pupils also behave well as they move around the school and during breaktime and lunchtime. Pupils told inspectors that behaviour at lunchtime is much better in the dining room now that there is more space and times have been changed. The school's records show that where there have been some serious incidents of poor behaviour, leaders take swift action to address this and to support pupils so that it does not happen again.
- Leaders are working hard to improve attendance. While this is having a positive impact, overall attendance remained a little lower than the national average in 2018. The proportion of pupils who are persistently absent is above the national average. However, school records show that, as a result of work with individual pupils and their families, this is improving.

Outcomes for pupils

Requires improvement

- Despite some improvement in 2018, the proportion of pupils reaching the expected and higher standards in reading, writing and mathematics at the end of key stage 2 has been below the national average for the past three years. No pupils have reached a greater depth in writing at the end of key stage 2 in the last two years.

- Pupils' progress by the end of key stage 2 was below the national average for reading, writing and mathematics in 2017. Rates of progress improved in all subjects in 2018, but progress remained below the national average in reading and mathematics.
- Pupils currently in the school are making better progress because of improvements in the quality of teaching. Their progress is particularly strong, throughout the school, in mathematics. However, pupils do not make enough progress in reading and writing, and the proportions of pupils working at the standard typical for their age in these subjects remain low in most year groups.
- In 2018, there was an increase in the proportion of pupils who achieved the expected standard at the end of key stage 1 in reading, writing and mathematics. However, attainment remains below the national averages in all three subjects. There were significant improvements in the proportion of pupils achieving greater depth in reading, which, along with the proportion achieving greater depth in mathematics, is broadly in line with the national averages.
- Leaders have introduced new strategies for improving the teaching of phonics. Consequently, there has been a steady rise in the proportion of pupils who achieve the expected standard in the phonics screening check at the end of Year 1. At the end of 2018, this was close to the national average.
- Leaders check the progress that pupils make in a range of subjects across the curriculum, including science, geography, religious education (RE) and computing. Pupils in key stage 1 and 2 achieve well in science, because they develop skills and knowledge appropriate to their age. However, pupils' books show that in some subjects, for example, history and geography the most able pupils are not given sufficient opportunities to deepen their knowledge and understanding. This limits the progress that this group of pupils make.
- While improving, the proportion of disadvantaged pupils working at the standard typical for their age in reading, writing and mathematics, in most year groups, remains low. Disadvantaged pupils made significantly less progress than other pupils by the end of key stage 2 in 2018. In addition, over the last two years, disadvantaged pupils have attained less well than other pupils in all subjects at the end of key stage 1 and key stage 2. Disadvantaged pupils' books show that they now make similar rates of progress to other pupils in mathematics in all year groups. However, in some year groups, disadvantaged pupils make less progress than other pupils in reading and writing.
- In the past, pupils with SEND have not made good progress from their starting points. This is because some of the support provided for this group of pupils has not been matched appropriately to their individual needs. Recently, leaders introduced a new system for identifying the specific needs of pupils with SEND and they now make close checks on the small steps of progress that pupils make. Although this approach is in its infancy, early indications show that pupils with SEND are starting to make better progress in subjects across the curriculum.

Early years provision

Good

- The early years is well led and managed. The leader has a secure knowledge of the strengths and areas for improvement across the setting. All adults in the early years

have high expectation of what children can achieve and they are determined that all children will have an enjoyable experience where they learn well.

- Many children enter Nursery with weak skills in most areas of learning, but particularly in speech, language and communication. As a result, adults give high priority to developing children's vocabulary, speaking, listening, reading and writing skills. In addition, many children are unable to manage their own personal hygiene needs and often rely on adult support to be able to do this. Children make good progress in these areas and by the time they leave Reception, most children are confident learners who are physically, socially and emotionally ready for the demands of Year 1.
- Over the last three years, the proportion of children who achieved a good level of development at the end of the Reception year has been below national averages. Boys' attainment is significantly below that of girls, particularly in reading and writing. However, while boys' attainment is lower, adults support their needs well to enable them to make strong progress from their starting points.
- Additional funding is used effectively. For example, across the setting, adult to child ratios are kept as low as possible. These extra staff are used to provide interventions for disadvantaged children, including activities that develop speech and language skills, as well as to provide support for children with SEND. As a result, there is very little difference in the progress made by different groups of children.
- Teachers plan learning activities that build on what children already know and can do. Topics are well matched to children's interests. For example, during the inspection, children were highly engaged in designing a new building. They used their counting and measuring skills in the planning stage and were able to pay attention to details linked to size and colour. Some of the most able children were able to explain the reasons for their choice of material. One child said, 'I am building it with wood, because it is strong, and I can paint it any colour I like.'
- The teaching of phonics is effective. Most children develop a good understanding of letters and the sounds they make. Children enjoy reading and they are encouraged to read both at school and at home.
- The learning environment, both indoors and outside, is well organised and promotes learning in all areas of the curriculum. Outdoors, children have many opportunities to develop their physical skills using ride-on toys and climbing equipment.
Children are also encouraged to apply their reading, writing and mathematics skills when they are outside.
- Adults ensure that routines are established quickly. Children know what is expected of them and they manage their own behaviour well. For example, children share resources, they listen when others are talking and they are quick to tidy up when asked to do so. Relationships are positive throughout the setting.
- Safeguarding is effective. Children are well cared for and all statutory duties are met.
- Parents are informed about their children's progress at parents' evenings and through the regular updates to online journals. The early years leader has plans to increase the opportunities for parents to get involved with their children's learning.

School details

Unique reference number	124313
Local authority	Stoke-on-Trent
Inspection number	10058543

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	461
Appropriate authority	The governing body
Chair	Mr Adam Thompson
Headteacher	Mrs Lynne Williamson
Telephone number	01782 234 390
Website	http://www.hanleystlukes.com
Email address	office@hanleystlukes.com
Date of previous inspection	20–21 May 2014

Information about this school

- Hanley St Luke's Church of England Aided Primary School is larger than the average-sized primary school.
- A new headteacher was appointed in January 2017.
- A section 48 inspection took place in April 2015.
- The proportion of pupils known to be eligible for free school meals is well above the national average.
- The proportion of pupils with SEND is above the national average.

Information about this inspection

- Inspectors observed teaching, learning and assessment in all classes and in a range of subjects. Some of the observations were conducted jointly with senior leaders.
- Inspectors scrutinised pupils' work in a range of subjects across the curriculum.
- Inspectors heard pupils read and talked to them about their reading.
- Different types of evidence, such as published data, were analysed prior to the inspection. Information on the school's website was also considered.
- Inspectors looked at a range of documents during the inspection, including assessment and attendance records, minutes of governing body meetings, safeguarding documentation and leaders' monitoring records.
- Parents' views were gathered at the start of the inspection. Inspectors also took account of the 19 responses to Ofsted's online questionnaire, Parent View, the 46 responses to the staff questionnaire and the 21 responses to the pupil questionnaire.

Inspection team

Jo Evans, lead inspector	Her Majesty's Inspector
Chris Wright	Ofsted Inspector
Ellen Taylor	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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