

St Luke's Halsall Church of England Primary School

Cooks Road, Crosby, Liverpool, Merseyside L23 2TB

Inspection dates

5–6 March 2019

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

Summary of key findings for parents and pupils

This is a good school

- Although there have been considerable changes in leadership and staffing since the last inspection, the quality of teaching and outcomes for pupils remain good overall.
- In key stages 1 and 2, current pupils make good progress in reading, writing and mathematics. Progress across other curriculum subjects is good.
- Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) make good progress. However, leaders do not make regular checks on the quality of the delivery of the interventions they receive.
- The roles of subject leaders are developing effectively. However, those new to post do not have regular opportunities to monitor the quality of pupils' work.
- The curriculum is broad, balanced and engaging. Provision for pupils' spiritual, moral, social and cultural development has been planned well. Pupils are prepared for life in modern Britain.
- Governors understand the strengths and weaknesses of the school. They hold leaders to account well.
- Pupils are polite and courteous. Incidents of poor behaviour are uncommon. Pupils show kindness and empathy to their peers.
- The teaching of phonics is good. Pupils are becoming competent readers.
- The quality of teaching overall is good. However, teachers do not regularly challenge the most able pupils to reach the higher standards in English and mathematics.
- Expectations for the quality of pupils' handwriting and presentation is variable between year groups. Pupils do not have enough regular opportunities to develop their writing.
- There is a strong culture of safeguarding in the school. Leaders put the safety and well-being of the pupils at the heart of their work.
- Parents and carers hold the school in high regard. They are supportive of school leaders and appreciate the care that teachers and staff afford their children.
- The early years requires improvement. Leaders have not ensured that the children in the Reception and Nursery class benefit from the same quality of teaching and learning.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by:
 - raising expectations through effective modelling to improve the quality of handwriting and presentation across all year groups
 - providing pupils with more opportunities to develop and extend their writing
 - ensure that the most able pupils are sufficiently challenged in English and mathematics.
- Improve the quality of leadership and management by:
 - providing subject leaders with more opportunities to monitor the quality of provision in their subject areas
 - ensuring that leaders make better checks on the quality of the delivery of interventions for disadvantaged pupils and those with SEND.
- Improve the early years by:
 - ensuring that there is high-quality teaching and learning for all groups of children.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the last inspection there have been significant changes in the school, particularly to the leadership team and teaching staff. The work of the leaders has continued to evolve, ensuring that the school serves the local community well. A positive and caring learning atmosphere is underpinned by the school's Christian values, which permeates all aspects of their work.
- Leaders are honest in their evaluation of the school, they reflect on the strengths and weaknesses accurately. Leaders have formulated a succinct plan for improvement. As a result of their actions, the quality of teaching, learning and assessment in key stages 1 and 2 is good.
- The leadership of mathematics has been effective in bringing about recent changes in the way mathematics is taught. Staff have received thorough training facilitated through a local mathematics hub. The leader for mathematics ensures that teachers' subject knowledge remains strong. The leader makes frequent checks on teachers' planning and regularly facilitates opportunities to share good practice.
- The leadership for English has been effective in ensuring that progress in writing has improved in the past three years. The subject leader has worked alongside staff to better embed aspects of spelling, punctuation and grammar into a systematic way of teaching writing.
- A culture of reading has been created and pupils are regularly exposed to high-quality texts. Current pupils continue to make stronger progress in reading than in writing.
- Leaders for subjects other than mathematics and English are motivated and eager to develop their roles further. For example, the leadership of computing and science is effective. Leaders have ensured that subjects are covered in depth and engage in regular discussions with their colleagues about the quality of curriculum delivery. However, leaders do not have regular opportunities to monitor the quality of pupils' learning and to make more-informed decisions about the quality of teaching and learning.
- The curriculum has been well planned to develop pupils' skills and knowledge in a coherent manner. For example, in music, all Year 3 pupils learn to play the recorder. In Year 4 pupils learn to play a brass instrument. Once pupils reach Year 5 they engage in regular percussion workshops, learning to play samba routines, as well as learning to play the ukulele. Other areas of the curriculum are equally well planned to ensure that skills and knowledge are acquired and developed progressively.
- The promotion of spiritual, moral, social and cultural education is good. The curriculum prepares pupils well for life in modern Britain. Pupils put their British values into practice. The school is extremely active in raising money for a vast number of local and national charities. The successes of their efforts are evident in the high number of letters and certificates of thanks displayed.
- Pupils learn about their place in Britain. They learn about religions and cultures different to their own. For example, younger pupils enjoyed a recent themed day about India as part of their wider geography learning. Pupils are conscious of the need to

protect the environment. Pupils have created figures in the style of 'iron men' from recycled materials found on the beach near school to celebrate the work of a British sculptor.

- Additional funding for disadvantaged pupils is well managed. Disadvantaged pupils make good progress. The leadership of provision for pupils with SEND is effective in ensuring that pupils make good progress. The leader for SEND is knowledgeable and works in partnerships with a range of agencies to ensure that pupils and families receive timely and relevant support. However, leaders do not routinely check the quality of the delivery of interventions for pupils who are disadvantaged and those with SEND.
- Leaders have been successful in ensuring that the behaviour of the pupils in the school is good. Pupils are polite, well-mannered individuals. Attendance and punctuality remain a strength of the school.
- The physical education and sports funding is used very well. Pupils benefit from daily sports activities in the school. The school has recorded a rise in the levels of participation in activities which enable pupils to develop active and healthy lifestyles. As a result, the school has had a number of recent successes in competitions between local schools.
- Parents appreciate the work of leaders and staff. They value the role that they play in their children's education. They report that incidents of poor behaviour are rare. They said that their children are safe and well cared for in school. Those parents that spoke to the inspectors and those that responded to the Parent View (Ofsted's online questionnaire) were overwhelmingly positive in their views about the quality of education and care offered at St Luke's.

Governance of the school

- Governors are aware of the strengths of the school and where improvements need to be made. They provide effective challenge to the headteacher and senior leaders. They have a secure grasp of data in relation to the progress of different groups of pupils.
- The governors have reflected on their roles by recently completing an audit of their skills and attributes. As a result, governors are better prepared to challenge leaders in relation to different aspects of the school's work, they have ensured that they have skilled and knowledgeable governors in post.
- Governors make regular visits to the school and talk with subject leaders. Consequently, they have a good understanding of the quality of the provision in the school.
- Governors fulfil their statutory responsibilities well. They have ensured that safeguarding is effective and systems to keep pupils safe are strong.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding within the school. Staff receive regular basic awareness of safeguarding training and 'Prevent' training, to enable them better to spot signs of potential radicalisation.

- Leaders work well with a range of external agencies to strengthen safeguarding procedures. For example, several national charities have worked with pupils to strengthen pupils' understanding of abuse and neglect.
- Pupils said that they feel safe in school. They said that adults always provide time to listen to their concerns. Pupils are taught how to stay safe near water, on the roads and while using the internet.
- The school single central record and other safeguarding documentation show that leaders have ensured that all checks have been made on the suitability of adults who work in the school. All records are detailed and they are kept up to date by the school's safeguarding team.
- Parents who spoke to inspectors and those that responded to Parent View said that their children were safe and well cared for in school.

Quality of teaching, learning and assessment

Good

- Excellent relationships between the pupils and staff have led to a positive learning environment at St Luke's. Pupils behave well in lessons and typically enjoy their learning. Teachers encourage pupils to work hard and try their best.
- Teachers know pupils well. Disadvantaged pupils and those with SEND are appropriately challenged and supported in lessons. Teaching assistants provide timely and appropriate support. As a result, these pupils make good progress.
- The teaching of mathematics is effective. Pupils think deeply about their learning. Teachers plan lessons that engage and motivate pupils. Pupils have many opportunities to develop their mathematical thinking across a range of topics. However, sometimes work is not sufficiently challenging to stretch the most able pupils.
- Reading and phonics are taught well. Staff effectively model accurate pronunciation for pupils. Pupils build well upon previous learning and apply their phonics skills and knowledge well to their reading. Sometimes, the most able pupils are not sufficiently challenged to produce their best work.
- The teaching of writing is effective in consolidating pupils' understanding of the correct application of grammar, spelling and punctuation. However, pupils do not have regular opportunities to develop longer pieces of writing.
- Effective handwriting and presentation skills are not consistently modelled to the pupils as they progress through the school, and expectations vary between year groups. As a result, the standard of handwriting and presentation differs considerably across the school.
- Teachers' subject knowledge in a wide range of curriculum subjects other than English and mathematics is good. For example, in Year 5, in physical education, teachers build upon skills and encourage pupils to deepen their thinking and application while playing hockey. In Year 4, pupils consider the many uses of electricity in their homes as part of their design and technology 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. They show care and empathy for one another in their good conduct. Older pupils enjoy taking on extra responsibilities to model good behaviours to the younger pupils.
- Pupils know that they need to try hard and not to give up. They talk enthusiastically about their favourite subjects.
- Pupils have a good understanding of how their behaviour has an impact on others. They report that bullying and name-calling incidents are rare.
- Pupils are aware of the need to stay safe on the busy road outside of the school. For example, younger pupils are taught how to cross the road safely. The older pupils engage in cycling proficiency lessons in preparation for their transition to high school.
- When pupils are anxious or worried, they are confident that adults will listen to them. Pupils who spoke with the inspectors said that they feel valued and cared for.
- Pupils learn about the attributes of a healthy lifestyle. For example, during the inspection, pupils were engaged in a healthy food swap week. They proudly discussed their healthy lunch boxes and the changes they had made so that their lunches now contained less sugar and processed foods. Many sporting opportunities enable the pupils to engage in a wide range of activities to stay fit and healthy while developing a competitive edge.
- The curriculum prepares pupils well for life in modern Britain. Pupils have a developing understanding of what it means to be a British citizen. Pupils have a good understanding of gender, diversity and equality issues. They confidently discuss the dangers of social media influence.
- Older pupils and members of the school's ethos group have carefully considered how they can become better local and global citizens. Recent projects have included a toilet twinning project and closer links with a local food bank. Older pupils regularly visit a local retirement home to engage in discussions and activities with older citizens.

Behaviour

- The behaviour of pupils is good.
- Positive relationships between adults and pupils are promoted effectively. Pupils are polite, well-mannered and friendly. They conduct themselves well in lessons and when moving around the school.
- Pupils said that the behaviour of other pupils is good. Any incidents of bullying are rare and dealt with quickly by adults. Pupils speak confidently about how staff help them to resolve any disputes.

- Attendance continues to be a strength of the school. Few pupils are persistently absent from school. Families are supported by the school's attendance officer with advice and signposts them to other agencies and charities effectively.
- Inspectors observed that the behaviour of the pupils in lessons was good. Pupils move around the school sensibly, and they play well with one another at breaktimes.

Outcomes for pupils

Good

- By the end of key stage 2, progress has improved steadily in reading, writing and mathematics. The progress that pupils have made in writing has been lower.
- In 2018, the attainment of pupils in reading, writing and mathematics was broadly in line with the national average at key stage 1. Fewer pupils achieved greater depth in writing than in reading and mathematics. Current pupils in key stage 1 make good progress.
- The proportion of pupils who achieve the phonics screening checks has fluctuated for several years and was broadly in line with the national average in 2018. Current pupils are making good progress in acquiring and applying phonics skills and knowledge effectively in their reading and writing. Sometimes, when the most able pupils are given tasks that are too easy, they do not produce their best work.
- In writing, inspectors observed that pupils have many opportunities to apply their knowledge and skills in a wide range of writing across a range of subjects and genres. However, pupils are limited in the ability to write outside of the constraints that teachers put on them. For example, pupils sometimes lack opportunities to develop their skills over longer pieces of writing.
- Standards of handwriting and presentation are different across the year groups because expectations vary across year groups.
- Pupils read well. Those who read to the inspectors had books that were well matched to their ability and were appropriately challenging. Pupils said that they enjoyed reading and they were aware of a wide range of authors. Parents are actively involved in helping their children read at home. Good routines have been embedded across the school. Pupils enjoy their regular comprehension challenges.
- In mathematics, inspectors noted that pupils make good progress. Pupils apply a wide range of skills well to different mathematical situations. However, on occasions, the most able pupils are not sufficiently challenged to demonstrate deeper understanding.
- Disadvantaged pupils and those with SEND make good progress. Work in pupils' books and assessment information indicates that these pupils do well and are supported well in class.
- Across the wider curriculum pupils achieve well because leaders have designed the curriculum to ensure that pupils experience a range of opportunities. For example, in history, pupils develop their understanding of time and chronology. In geography, work progressively builds upon pupils' prior learning in each year group. Older pupils use maps and grid references confidently.

Early years provision

Requires improvement

- The early years requires improvement because leaders have not ensured consistency in the quality of teaching, learning and assessment in the Nursery and Reception classes.
- Over the past three years the proportion of children who have achieved a good level of development has decreased from previously high standards. As a result, some children are not prepared well for Year 1.
- Leaders plan exciting learning opportunities and ensure that the different areas of the learning environment are well resourced. However, activities in the Reception class sometimes lack focus; therefore, adults do not always move children's learning on well enough. As a result, some children do not make the progress of which they are capable.
- Where children are engaged in writing activities, they sometimes struggle to improve their writing. For example, children who spoke to the inspectors were unsure where to seek help to improve their work.
- Children enter the Nursery with skills and knowledge that are typical for their age. Adults plan activities that encourage children to quickly develop skills and knowledge, they enjoy engaging in interesting activities. Activities in the Nursery class encourage children to think deeply and extend their learning through discussion. For example, children could name a range of animals, write their names and discuss what the toy pig was doing in the tray of mud.
- Relationships between the children and adults are strong. Children enjoy their learning and are typically confident and articulate. They behave well and share cooperatively with their friends. Children move around the classroom and the outdoor environment with an astute awareness of safety, they do not run, and they know that it is important to take turns.
- Staff have received appropriate training and are vigilant in their safeguarding responsibilities. Regular risk assessments are completed to ensure that the early years is a safe learning environment. Staff have received training in paediatric first aid and they know how to keep children safe from harm.
- Communication with parents is improving. As a result, leaders invite parents into school each week to view examples of children's learning.

School details

Unique reference number	104921
Local authority	Sefton
Inspection number	10094967

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	243
Appropriate authority	The governing body
Chair	Lesley Deninson
Headteacher	Richard Miller
Telephone number	0151 924 5142
Website	www.stlukeshalsall.co.uk
Email address	admin@stlukeshalsall.sefton.org.uk
Date of previous inspection	20 September 2007

Information about this school

- St Luke's Halsall is an average-sized primary school.
- The majority of pupils are White British.
- The proportion of disadvantaged pupils is lower than other schools nationally.
- The proportions of pupils who have an education, health and care plan and who receive support for SEND are below average.

Information about this inspection

- Inspectors observed teaching and learning in all classes, sometimes jointly with the headteacher. Inspectors listened to pupils read formally and in the classes they visited.
- Inspectors spoke to pupils about their learning and experiences in school. Inspectors scrutinised samples of pupils' work from a range of subjects. Inspectors observed pupils' behaviour at playtimes and lunchtimes.
- Inspectors met with the headteacher, the SEND leader and the leader responsible for disadvantaged pupils. Inspectors met with the leaders for English and mathematics. Inspectors met with middle leaders and teachers who are new to the school.
- The lead inspector met with five members of the governing body, including the chair of governors. The lead inspector met with a representative of the local authority.
- Inspectors examined a wide range of school documentation including the school's single central safeguarding record. Inspectors viewed examples of pupils' assessment information, attendance information and information about school improvement. Inspectors examined the school self-evaluation and school improvement plan.
- Inspectors spoke to parents and considered the 31 responses to Parent View.

Inspection team

John Donald, lead inspector	Her Majesty's Inspector
Pamela Potter	Ofsted Inspector
Christine Howard	Ofsted Inspector
Schelene Ferris	Ofsted Inspector

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Manchester
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