



Hanley St Luke's CofE Aided Primary School

Inspection Report - Amended

Unique Reference Number 124313
Local Authority Stoke-On-Trent
Inspection number 292953
Inspection dates 14–15 September 2006
Reporting inspector Brian Holmes

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

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|---|--------------------|-------------------------|------------------------|
| Type of school | Primary | School address | Wellington Road |
| School category | Voluntary aided | | Hanley |
| Age range of pupils | 3–11 | | Stoke-on-Trent ST1 3QH |
| Gender of pupils | Mixed | Telephone number | 01782 234390 |
| Number on roll (school) | 437 | Fax number | 01782 236509 |
| Appropriate authority | The governing body | Chair | Keith Heywood |
| | | Headteacher | Lesley Averill |
| Date of previous school inspection | 1 June 2001 | | |

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|------------------|-------------------------|--------------------------|
| Age group | Inspection dates | Inspection number |
| 3–11 | 14–15 September 2006 | 292953 |

Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Hanley St Luke's is a large Church of England primary school in a socially disadvantaged area of Stoke-on-Trent. The headteacher has been in post for a year. Most of the pupils come from the local area and there are higher than average levels of mobility in and out of the school. There is a higher than average proportion of pupils from minority ethnic backgrounds. The proportion of learners with learning difficulties and/or disabilities is in line with the average but increasing. Pupils' skills and knowledge on entry to the school is lower than what is expected nationally.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 3

Hanley St Luke's is a satisfactory school. This judgement differs from the school's judgement of its effectiveness expressed as good in its self-evaluation. The main reason for this difference is because the school has placed too much emphasis on pupils' personal development and well-being in making a judgement about its overall effectiveness. Pupils' standards and achievements are satisfactory. Children make good progress in the Foundation Stage classes, through good provision, and achieve well to attain what is expected for children at the end of the Reception Year. They maintain a satisfactory rate of progress and achievement in the rest of the school to attain standards in line with those expected nationally. In writing, pupils do not achieve as well as they do in other subjects and the school has identified this as a priority for development. Inspectors agree that this is an area that should be improved, particularly for those pupils capable of attaining higher levels. Pupils' personal development is a strength of the school, particularly their behaviour, attitudes, spiritual, moral and cultural development. Their social development is outstanding. There are very good relationships at all levels within the school. Good provision is made for pupils' care and support. The school works extremely hard with parents, other schools and outside agencies to ensure pupils' well-being. It also provides a good range of enrichment activities within the curriculum to enhance pupils' learning experiences. The school's self-evaluation procedures are satisfactory. The headteacher has put a number of strategies in place, with the support of the staff and school leadership team, to improve pupils' achievement, particularly relating to monitoring and evaluation and the use of assessment information. These strategies have yet to impact fully on pupils' achievement. The school recognises that there is still work to do to improve the effectiveness of these strategies for individuals and specific groups of pupils such as those who are higher attaining or pupils from minority ethnic backgrounds. More opportunities need to be provided for pupils to use their basic skills in other subjects, particularly for writing. Pupils need more guidance on how to achieve their targets and what to do next to improve their work. Since the previous inspection, the school has improved satisfactorily and has a satisfactory capacity to improve further.

What the school should do to improve further

- Improve pupils' achievement in writing, particularly for pupils working towards the higher levels.
- Focus the use of monitoring and assessment information on raising the achievement for specific groups of pupils.

Achievement and standards

Grade: 3

Pupils' standards of attainment are in line with those expected nationally and their achievement is satisfactory. Pupils attain more highly in reading than in writing and that not enough pupils reach the higher levels in their writing. Standards in reading

are a strength of the school, but standards in writing are not as good. Children enter the school with levels of attainment that are below those normally expected for their age. They make good progress in the Foundation Stage classes to attain the standards expected at the end of the Reception Year. All pupils, including those learners with difficulties and/or disabilities and those from minority ethnic backgrounds, maintain a satisfactory rate of progress and achievement throughout the rest of the school. The school now sets itself challenging targets, which it strives hard to achieve. Its own analysis of its results has recognised that there are some differences between the achievement of groups of pupils at different times, for example, boys from minority ethnic backgrounds and higher attaining pupils. The school has put strategies in place to improve the achievement of these pupils and to check on the progress of other groups of pupils over time. The use of these targets is beginning to have a positive effect on pupils' achievement but the school recognises that more needs to be done in all classes, particularly to make sure that more pupils reach the higher levels in writing.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being is good and a strength of the school. Pupils flourish in the school's happy, caring atmosphere. Their spiritual, moral and cultural development is good with outstanding social development. There are numerous opportunities for pupils to take responsibility and look after others. Consequently, the school is a harmonious community where pupils share mutual respect for each other. A pupil said 'It is impossible not to have friends in this school.' Very good relationships between all adults and pupils are clearly evident. Pupils feel valued because teachers try hard to understand each individual. Behaviour in classrooms and around school is good and has been improved through the introduction of playground leaders and a trained counsellor. Pupils' attitudes to learning are very good, particularly when teachers make learning fun. This is shown by good attendance and a low level of pupil exclusion. The school works hard to encourage pupils to attend regularly, despite the fact that some parents still take holidays in term time. Pupils are proud to be members of the school council and talk enthusiastically of the role they play in shaping the school. For example, their questionnaire about bullying highlighted a problem which was quickly dealt with by the school. Pupils understand the importance of a healthy lifestyle. They are well prepared for growing up and make a good contribution to the community through church links, entertaining older residents and supporting local charities.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory, which is why pupils achieve in a satisfactory manner. It is good in the Foundation Stage and helps children to make good progress. Teachers explain new ideas and tasks clearly so that pupils know what they are to learn and how to set about doing so. Questioning is used well to help pupils develop their skills in speaking and listening. This was apparent in the way pupils in Year 2 literacy lessons were expected to answer in sentences rather than merely giving one-word answers. Relationships are very good and result in pupils having the confidence to make contributions to class and group discussions. They know these will be valued by staff and other pupils. At times, some teachers do not use the recently improved assessment procedures effectively to set work that meets the different ability needs of pupils. This leads to inconsistencies between classes and means some pupils, particularly the more able, are not always sufficiently challenged. Progress in writing is hindered by teachers not giving pupils enough opportunities to write independently and creatively at length. Pupils with learning difficulties and/or disabilities and those who are vulnerable are well supported in class so they are involved in all activities and make satisfactory progress. Teaching assistants are deployed well to make a positive contribution to this aspect of the school's work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets all requirements. In the Foundation Stage, children are provided with a variety of interesting activities that help them to make good progress. In Years 1 to 6, pupils make satisfactory progress as curriculum planning does not always take sufficient account of their individual needs, which leads to a lack of suitable challenge at times. Planning also does not promote the basic skills of literacy and numeracy across the curriculum. The wide range of enrichment activities makes a very positive impact on pupils' personal development. For instance, trips to places of educational interest and residential visits effectively help pupils gain social skills. This is also supported by the good variety of extra-curricular activities, which includes gymnastics, ballet, jazz dancing and chess. Pupils are prepared well for the world of work by being able to work in teams on mini enterprises. Good links with the local community, including high schools, effectively extend pupils' learning experiences.

Care, guidance and support

Grade: 3

Pupils' care, support and guidance are satisfactory, with a strength in the care and support pupils are given. As a consequence, pupils feel safe and confident they can ask for help and advice whenever necessary. A trained counsellor provides very effective additional support for those with specific problems. Teachers clearly know their pupils

well and have a strong commitment to ensuring the school environment is safe, secure and well maintained. Child protection procedures are securely in place and all staff are fully aware of the guidelines. Risk assessments are carried out regularly within the school and are rigorously undertaken for all visits. The academic guidance given to pupils is not impacting fully on the achievement of all pupils. Each class has class targets but, as it is early in the new school year, pupils have yet to be given individual ones. When asked, pupils were not always confident about how to achieve their targets to reach higher standards.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The headteacher has identified the need to develop the leadership roles of other staff in checking the quality of teaching and learning and pupils' performance. She has created an effective team approach to these issues and is well supported by other staff. The governors are fully supportive of the school and are now playing a more active role in the school; for example, they have been given roles linking them to aspects of the Every Child Matters agenda. There is satisfactory equality of opportunity for all pupils, including those with learning difficulties and/or disabilities and those from a minority ethnic background. Parents have very positive views of the school and are confident in its work. The quality of the school's self-evaluation procedures is satisfactory. The relatively new systems introduced are involving more staff and governors in decision making about the direction of the school and in raising pupils' achievement and improving their personal development. They have not yet made a sufficient impact on raising pupils' levels of achievement because they have not been used to target specific groups of pupils and not all pupils are confident about what they need to do to improve their work.

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Inspection judgements

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|---|-----------------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|-----------------------|

Overall effectiveness

| | |
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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The quality and standards in the Foundation Stage | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| The capacity to make any necessary improvements | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

| | |
|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The behaviour of learners | 2 |
| The attendance of learners | 2 |
| How well learners enjoy their education | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

| | |
|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 3 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

- Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking with you and hearing what you had to say about the school. You told us a lot about what you like and what you would like to see improved. We really liked the school canteen and seeing Year 6 pupils pretending to be Shakespeare in their literacy lessons. We were impressed by your eagerness to talk about your school – it showed us how much you like it. We think that the school has some strengths but that there are some things that it could do better. These are the main things we found that your school does well:
- You behave well and have very good attitudes to your learning.
- You get on well with each other and with all the adults in school.
- The school provides you with interesting activities and a lot of interesting clubs.
- Your teachers take good care to keep you safe and healthy. There are a couple of things that we have asked your headteacher and the rest of the staff to improve so that the education you receive at Hanley St Luke's is even better than it is now:
- To help you to reach higher standards in your written work.
- To give you more information about how well you are doing so that you know what to do next to make your work better. You can help your teachers by continuing to work hard and doing your best all the time, and also by learning to understand the targets you are set so they help to make your work better.

18 September 2006

Dear pupils

Hanley St Luke's CE Aided Primary School, Wellington Road, Hanley, Stoke-on-Trent, Staffordshire, ST1 3QH

Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking with you and hearing what you had to say about the school. You told us a lot about what you like and what you would like to see improved. We really liked the school canteen and seeing Year 6 pupils pretending to be Shakespeare in their literacy lessons. We were impressed by your eagerness to talk about your school – it showed us how much you like it.

We think that the school has some strengths but that there are some things that it could do better. These are the main things we found that your school does well:

- You behave well and have very good attitudes to your learning.
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- The school provides you with interesting activities and a lot of interesting clubs.
- Your teachers take good care to keep you safe and healthy.

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- To help you to reach higher standards in your written work.
- To give you more information about how well you are doing so that you know what to do next to make your work better.

You can help your teachers by continuing to work hard and doing your best all the time, and also by learning to understand the targets you are set so they help to make your work better.

Best wishes for the future.

Brian Holmes

Lead inspector