

Hanley St Luke's CofE Aided Primary School

Inspection report

Unique Reference Number	124313
Local Authority	Stoke-On-Trent
Inspection number	340540
Inspection dates	1–2 March 2010
Reporting inspector	Judith Straw

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	459
Appropriate authority	The governing body
Chair	Rev Keith Haywood
Headteacher	Mr Mark Barlow
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 19 lessons and observed the work of 17 teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the improvement plan, school policies, evidence from self-evaluation and the school's overall tracking data. Account was taken of teachers' curriculum planning and their assessments of pupils' progress. Samples of pupils' books were reviewed. Sixty per cent of inspection time was spent checking on pupils' learning. Inspectors evaluated the views of parents, carers and pupils by analysing questionnaires from 112 parents and carers and 110 pupils. Thirty-seven questionnaires from staff were also evaluated.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- what the school is doing to raise standards and improve the overall progress of pupils in Key Stage 1 and in writing across the school
- the standards and progress of higher-attaining pupils, to see whether teaching is sufficiently challenging and matched to pupils' needs
- how well leaders and managers at all levels, including governors, are monitoring progress and contributing to the school's improvement
- whether improved provision in the Early Years Foundation Stage is bringing about better outcomes for children.

Information about the school

This is a much larger than average primary school in the centre of the city of Stoke. The number of pupils with special educational needs and/or disabilities is average, as is the proportion of pupils from minority ethnic backgrounds. The number of pupils who speak English as an additional language is a little above average. Pupils' mobility is broadly average. A new headteacher and deputy headteacher took up their posts in April 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Hanley St Luke's justifies its reputation as a long-established school at the heart of the community. Parents and carers rightly appreciate the school's strengths in valuing each pupil as an individual and in providing a safe and happy environment in which pupils learn.

The school provides pupils with a sound education. Achievement and attainment are satisfactory and rising. Strategies to raise attainment in mathematics have been successful but attainment in writing across the school remains an issue, as it was at the last inspection. Lessons are increasingly challenging different groups to learn more effectively and the learning and progress of pupils with special educational needs and/or disabilities is good.

Children make good progress in the Early Years Foundation Stage. Activities are well planned and based on secure assessment and the curriculum promotes learning well. Parents and carers feel welcome and are well informed about their children's progress. Teaching is satisfactory but the quality is not consistent throughout the school so that the good start in the Early Years Foundation Stage is not built on as effectively as it could be. The proportion of good teaching is not high enough to ensure that all pupils achieve as well as they could. Assessment practice is satisfactory. Information is not used consistently to support all pupils effectively in improving their work or in planning the next steps in learning.

Children say they feel happy and safe and are keen to learn. Behaviour is good and pupils are friendly, polite and enthusiastic. The curriculum has many strengths, including the Artsmark Gold award, but is satisfactory overall because it is not being used well enough to promote pupils' learning and progress in writing. The care, guidance and support provided are a strength of the school and contribute effectively to pupils' enjoyment and sense of well-being.

Senior leaders have introduced new systems for monitoring and evaluating the school's work and all middle and subject leaders understand their responsibilities. Positive impact is evident in the improved quality of the Early Years Foundation Stage. Some development planning lacks sharpness and does not include success criteria and measurable targets. Governors are highly supportive and committed to the school but their impact on helping the school to improve pupils' progress and attainment is only moderately successful. Capacity to improve is satisfactory. Self-evaluation is accurate in some aspects but generous in others. Some areas for improvement identified by the previous inspection remain. The morale of staff is high, and everyone shares the same vision for improvement and determination to raise attainment and achievement for all

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pupils. Inspection evidence confirms the school is moving in the right direction.

What does the school need to do to improve further?

- Improve the effectiveness of teaching by:
 - raising teachers' expectations of what pupils can achieve
 - planning lessons more closely matched to the different abilities of pupils
 - setting clear targets for pupils and telling them precisely, through marking and feedback, what they need to do to achieve them
 - continuing to pursue and embed strategies to improve writing.
- Improve the effectiveness of leaders and managers by:
 - rigorously monitoring the impact of teaching on learning
 - monitoring all development planning so that shorter targets are set and include measurable success criteria
 - working with governors to help them better understand attainment data to support and challenge the school robustly.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Current data shows that at the end of Year 6 attainment is broadly average. Standards in science and mathematics are rising but standards in writing remain low and this has an impact on attainment overall in English, which is just average. Attainment at the end of Key stage 1 remains below average. Pupils with special educational needs and/or disabilities make good progress overall because they are identified quickly and effectively supported by teachers and teaching assistants.

Pupils' progress is satisfactory overall. It is good in the Early Years Foundation Stage and at the upper end of Key Stage 2. Elsewhere the pace is accelerating but is not yet consistently rapid enough to move progress to good overall. In lessons and around the school pupils behave well, are keen to learn and show good levels of concentration. They enjoy working independently when they are given the opportunity. In all classes pupils are keen to answer questions and many take pride in their books and in earning reward points. Their good development of skills in information and communication technology and their interest and awareness of the world around them, combined with above average levels of attendance, mean that they are well prepared for the next stage of their education.

Pupils' confidence and self-sufficiency are very evident. Pupils feel safe and secure. They are polite to visitors, know school routines well and apply themselves enthusiastically to whatever is required. At playtimes they organise themselves well with the help of Year 6 play leaders. Pupils have a good sense of community responsibility; the school council is

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active and effective and pupils engage in fundraising for many charities. They learn about different world faiths and pupils from different ethnic backgrounds work and play well together. School is a harmonious community, summed up by one pupil who wrote, 'Hanley St Luke's is a good place to be because it is a friendly school; it is a joyful place.'

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

There is good teaching the Early Years Foundation Stage and at the upper end of Key Stage 2 but elsewhere it is more variable and not consistently strong enough to drive pupils' learning and make sure that all pupils achieve as well as they could. Staff are caring, create a bright environment and celebrate what pupils have done. Relationships are good and pupils have good attitudes to their learning. Where teaching is good there is effective challenge and tasks are differentiated so that every pupil can make good progress. Where teaching is weaker it is directed too much to the whole class and does not take enough account of pupils' different abilities. Teachers do not always make clear what pupils are expected to have learned by the end of each lesson. Pupils' work is accurately marked but opportunities are occasionally missed to alert pupils as to how

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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they could improve it. The curriculum helps to add interest and excitement to learning. Pupils enjoy topic work. Through the creative partnership, music, drama and art enhance enjoyment. Pupils take part in a good range of extra-curricular activities which are much enjoyed. The reason that the curriculum is satisfactory overall is that it is not being used well enough to address known weaknesses, such as in writing. There is too much reliance on worksheets which restricts opportunities for pupils to improve their writing skills.

This is an extremely supportive and caring school which responds well to pupils' diverse needs with planned support. Partnerships with many external agencies are used effectively to support families and children. The breakfast club gets each day off to a good start. Procedures to welcome children into school ensure that they settle quickly. The school has a strong and effective curriculum for pupils' personal development which contributes to the good outcomes in pupils' understanding of how to be safe and healthy. Citizenship days ensure that pupils are given the opportunity to develop as active young citizens. The nurture group does good work in helping parents and carers, and their children engage well with school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management are satisfactory. The headteacher and deputy headteacher have identified where improvements are needed and have set priorities. Middle leaders work well together in teams and all staff are held accountable for the standards in their area. A newly introduced tracking system is giving the school a clearer picture of progress across the school and is allowing managers to target support and challenge where progress is slower. Many initiatives have been introduced in the last 12 months but the impact of these on attainment and achievement is yet to be verified. The evidence of inspection suggests that they are beginning to have an impact.

Strong community links foster good relationships and contribute to community cohesion locally, nationally and internationally. The school suitably promotes equality of opportunity and has clear procedures for dealing quickly with any incident of discrimination. The school is very thorough in its work to safeguard children and minimise risk to their well-being. There are robust systems in place for child protection, including focused work with children to ensure that they fully understand how to stay safe.

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Governance is satisfactory. The governing body's pride in the school was evident during the inspection. They have a good overview of school events, the significant and positive role of the school in the community, the curriculum, the quality of care and financial management but they have not called the school to full account for the variations in pupils' performance over the last three years.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

On entry to the Nursery children's skills are below the levels expected at this age. Children make good progress because of good management by adults and the provision of exciting and engaging learning activities and most reach the expected levels in all areas of learning by the time they enter Year 1. Children enjoy their learning and take part in activities enthusiastically. Children receive a good balance of adult-led activities and those they choose for themselves. Staff closely observe the work and activities of children and use this assessment information to plan the next steps in learning. Children with special educational needs and/or disabilities are quickly identified and have access to a nurture group to help to accelerate their progress and support their learning. Staff set a high priority on safety and children are taught how to look after themselves. They learn how to drink and eat healthily and the importance of taking exercise. Outdoor play is purposeful and planned but the outdoor area is small and cramped and inadequate to serve children's needs fully. The behaviour of the children is exemplary. Children respond immediately to requests to tidy up, listen or change activity. They learn and play well together, sharing equipment, and are also confident to play or read or be alone.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are very supportive of the school. They say that their children enjoy being at school and are well looked after and well prepared for the future. Many commented on how much they appreciate the approachable headteacher and deputy headteacher and praised the commitment of the staff. Some parents and carers criticised behaviour but the inspection found that the behaviour of the great majority of pupils was good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hanley St Luke's CE Aided Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 112 completed questionnaires by the end of the on-site inspection. In total, there are 459 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	55	47	42	3	3	0	0
The school keeps my child safe	68	61	42	38	1	1	0	0
The school informs me about my child's progress	52	46	57	51	2	2	0	0
My child is making enough progress at this school	44	39	60	54	4	4	0	0
The teaching is good at this school	56	50	53	47	2	2	0	0
The school helps me to support my child's learning	56	50	45	40	9	8	0	0
The school helps my child to have a healthy lifestyle	41	37	67	60	2	2	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	45	40	57	51	4	4	0	0
The school meets my child's particular needs	42	38	63	56	2	2	2	2
The school deals effectively with unacceptable behaviour	49	44	56	50	2	2	3	3
The school takes account of my suggestions and concerns	38	34	66	59	4	4	1	1
The school is led and managed effectively	55	49	55	49	2	2	0	0
Overall, I am happy with my child's experience at this school	60	54	48	43	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



03 March 2010

Dear Pupils

Inspection of Hanley St Luke's CE Aided Primary School, Stoke-on-Trent, ST1 3QH

Thank you for making my colleagues and I so welcome when we visited you in school this week. It was good to talk to so many of you and hear your views about school and why you enjoy it. We agree with you that school is a fun place to be and that everyone gets on really well with each other and the teachers.

At Hanley St Luke's you get a satisfactory education and do as well as we would expect for your age. You are well cared for and children in the Early Years Foundation Stage have a good start to their education. We have worked with the headteacher and deputy headteacher in discussing what will help to make the school even better and agreed that teaching and learning could be more exciting and challenging and that you need a bit more advice when your work is marked so that you know exactly how to make it better.

We have also asked the teachers and the governors to look more carefully at how well you are doing and to plan good ways of helping to achieve even more.

Yours sincerely

Mrs Judith Straw

Lead inspector

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