

Inspection of Hanley St Luke's CofE Aided Primary School

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

Inspection dates: 11 and 12 October 2022

Overall effectiveness Good

The quality of education Good

Behaviour and attitudes Good

Personal development Good

Leadership and management Good

Previous inspection grade Requires improvement

What is it like to attend this school?

Pupils enjoy coming to this happy and caring school. They feel safe and learn well.

Pupils get on well with each other. They behave well in lessons and around the school. They listen to adults and follow instructions readily. Pupils understand that some pupils need more help than others. Staff deal with any unkind behaviour at play or lunchtime quickly. Bullying is rare.

Leaders and other staff expect all pupils to do very well. They give pupils lots of opportunities to 'be ready, respectful and safe'. Pupils learn the different subjects of the national curriculum with enthusiasm. They are inquisitive and respond keenly to new challenges in lessons.

Leaders have made sure that a passionate belief in 'valuing all God's children' is at the heart of this school. Leaders encourage all pupils to make the most of their unique qualities.

All pupils in the school are valued and supported by kind and considerate staff, including the many who speak English as an additional language. The school is proud of the diverse background of its pupils and those who come from different countries. Pupils with special educational needs and/or disabilities (SEND) are supported well.

What does the school do well and what does it need to do better?

Leaders are ambitious for all pupils and children. This includes those with SEND. All pupils study a broad curriculum from the start of the early years. Leaders have made sure that the curriculum builds up learning well over time. Teachers and other practitioners have good knowledge of the subjects they teach.

Subject leaders have identified in detail what pupils must learn, and when, across all subjects. They give advice to teachers about the best teaching activities to use. However, they do not check if teaching activities are always effective in helping children to remember everything they should. As a result, the curriculum is not implemented equally well across all lessons. Where this happens, this hinders learning.

Leaders ensure that reading is a priority for all. Early reading is taught well by expert staff. This helps all pupils to become fluent and assured readers. Pupils who start to fall behind in reading benefit from specialist support. This helps pupils to build their confidence and fluency over time.

In lessons, pupils are attentive and hardworking. Their good attendance, punctuality and behaviour help them to make good progress. Disruption to learning is infrequent. Children behave very well in Nursery and the Reception classes.

The school helps to prepare pupils for life in modern Britain well. Pupils talk with confidence about the importance of equality and fundamental British values. Pupils enjoy thinking about wider events occurring in the world. A weekly 'Big Question' helps pupils to think deeply about a topical issue and how it might affect them. Carefully selected visitors to the school help pupils understand the importance of tolerance. Regular assemblies promote respect for and understanding of others. Pupils are taught about the importance of safe and healthy relationships. Leaders have made sure that parents and carers are consulted on what pupils learn about safe relationships.

Celebrations, such as Chinese New Year and visits to different places of worship, help pupils to develop an understanding of other cultures and religions. Pupils use quiet areas around the school for spiritual reflection. Pupils told inspectors they love the residential and outdoor experiences, which they say promote their independence. Inspectors agree. Many pupils also enjoy taking part in school clubs, such as boxercise, cross-country, dance and laser tag. However, pupils do not learn enough about the different career opportunities that may be available to them as they grow older.

Enthusiastic and hardworking staff support leaders' aims for the school. Staff recognise the action taken by leaders to support their well-being. Relationships between leaders and staff are positive. Leaders' abundant energy, compassion and determination kept the school moving forward during the COVID-19 pandemic.

Communication between home and school is frequent and effective. Early years staff build strong and purposeful relationships with parents and carers. A dedicated counsellor reaches out to all families who need support.

Leaders and staff have built on the strengths identified at the last inspection. They have tackled most of the weaknesses. The governing body provides good support in recognising and meeting new challenges.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe in school. It is a welcoming and secure environment. Pupils are taught how to keep themselves safe, including when online or outside school. Children in the Nursery and Reception classes are safeguarded well.

Safeguarding is a priority for the school. All staff are vigilant. They understand and follow agreed procedures for identifying and responding to safeguarding concerns. Safeguarding training is regular and relevant information is communicated effectively. Suitable checks are made when recruiting new staff and all relevant safeguarding records are kept securely. Communication with external agencies is effective. Together, this helps to manage any safeguarding issues well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Due to COVID-19, and some key staff absence, subject leaders have not checked routinely that the curriculum is implemented equally well across all lessons. As a result, teaching activities in some classrooms are less effective than they should be in helping pupils to learn. Leaders should check more regularly on the effectiveness of teaching approaches in helping all pupils to remember the important knowledge they need to.
- While leaders have developed a new curriculum to develop pupils' understanding of work and life after school, it does not go far enough in broadening pupils' horizons. As a result, some pupils' career aspirations are limited. Leaders should ensure that further attention is given to widening pupils' understanding of different careers and the opportunities they might have as they grow older.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	124313
Local authority	Stoke-on-Trent
Inspection number	10241253
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	423
Appropriate authority	The governing body
Chair of governing body	Adam Thompson
Headteacher	Lynne Williamson
Website	http://www.hanleystlukes.com
Date of previous inspection	11 – 12 December 2018, under section 5 of the Education Act 2005

Information about this school

- The school is a voluntary aided school. It was last inspected under section 48 on 20 April 2015. The next inspection is due within eight years of the previous inspection.
- The school does not use any alternative provision.
- The school operates a breakfast club each morning.
- The school is an associate member of The Three Spires Trust.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection of the school since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other staff. They met with representatives of the governing body, the local authority and The Three Spires Trust.

- The inspection focused on early reading, English, mathematics, science and geography. For each of these, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors scrutinised a wide range of documents, including those related to safeguarding, behaviour and attendance. Inspectors also reviewed the school's evaluation of its own performance and the school development plan.
- Inspectors talked to staff about keeping pupils safe. Inspectors had other informal and formal discussions with pupils, including about safeguarding, and observed them during play and at lunchtime.
- Inspectors reviewed responses to the online questionnaire, Ofsted Parent View, including additional free-text comments. They also took account of responses to Ofsted's online staff and pupil questionnaires.

Inspection team

Mike Cladingbowl, lead inspector	Ofsted Inspector
Susan Ray	Ofsted Inspector
Chris Wright	Ofsted Inspector

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