

# Waterhouses CofE (C) Primary School

## Inspection report

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<b>Unique reference number</b>	124306
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	380855
<b>Inspection dates</b>	12–13 January 2012
<b>Lead inspector</b>	Clive Lewis

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	64
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roy Morley
<b>Headteacher</b>	Anne Lockey
<b>Date of previous school inspection</b>	26 June 2009
<b>School address</b>	Waterfall Lane Waterhouses Stoke-on-Trent ST10 3HY
<b>Telephone number</b>	01538 308356
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<b>Email address</b>	office@waterhouses.staffs.sch.uk

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<b>Age group</b>	3-11
<b>Inspection date(s)</b>	12–13 January 2012
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## Introduction

Inspection team

Clive Lewis

Additional inspector

This inspection was carried out with two days' notice by an additional inspector who observed eight lessons taught by four teachers and held meetings with groups of pupils, members of the governing body and staff. Questionnaires from 28 parents and carers were analysed. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work including hearing pupils read, and looked at documentation including a sample of pupils' books, teachers' planning documents, and tracking and assessment data.

## Information about the school

Waterhouses Church of England Primary is a very small rural school. Pupils are taught in three classes – a Nursery/Reception class, a Year 1/2 class and a Year 3/4 class. Almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is currently broadly average overall but fluctuates significantly from year to year. Although the school currently has no pupils in Year 5 or Year 6 due to parents choosing to transfer their children at the end of Year 4 to the middle school system in the area, it is anticipated that current Year 4 pupils will remain in school to the end of Year 6. The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress. The headteacher was appointed in April 2010. The school has achieved the Healthy School Award, the Eco-Award, ActiveMark and Dyslexia-Friendly school award.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- Waterhouses CofE primary is a satisfactory school. It has been through a difficult period since the last inspection but is getting back on track and improving steadily under the leadership of the new headteacher.
- The headteacher has successfully introduced a number of initiatives designed to arrest previous underachievement and instil a culture of accountability in the staff and pupils.
- Progress in Key Stage 1 and 2 is now satisfactory following slower progress in 2010/11 due to a period of prolonged instability in teaching. Standards in reading, writing and mathematics at the end of Year 2 and in Year 4 are now satisfactory. Standards of writing are not as high as those of reading and mathematics because pupils do not receive enough opportunities to use their writing skills across the curriculum.
- Pupils with special educational needs make satisfactory progress.
- Co-ordinators do not yet play a strategic role in improving standards in their subjects.
- Although teaching is now satisfactory across the school, teachers do not consistently use assessment and tracking data to plan work appropriate to the wide range of age and ability in each class.
- Parents and carers are extremely supportive, one, typical of many, writing: 'The school offers excellent pastoral care and fosters a culture of respect. The children are happy to attend and excited about their learning.'
- Children in the Early Years Foundation Stage make good progress in developing their skills and knowledge across a wide range of areas. Their overall achievement is good.
- Pupils have well-developed personal skills and a good understanding of how to keep safe. Pupils' spiritual, moral, social and cultural development is good.
- The revised curriculum is appropriately broad and balanced and pupils receive a satisfactory variety of exciting activities and experiences through visits, residential stays and visitors to school.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring

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visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Raise attainment and progress across the school by:
  - improving the consistency and quality of teaching to the level of the best practice by planning lessons which are well paced and take full account of tracking and assessment data, thereby ensuring challenge for the range of age and ability groups within each class
  - improving the curriculum by ensuring teachers plan more opportunities for pupils to practise and reinforce their writing skills across the full range of subjects
  - developing the roles of subject coordinators by ensuring that they are supported in their areas of responsibility and take a more active role in improving pupils' attainment and progress.

## Main report

### Achievement of pupils

Although there are wide variations from year to year due to the small year groups, children typically start in the Early Years Foundation Stage with skills and capabilities broadly in line with those expected for their ages. The very small numbers of pupils in some years, the tendency for pupils to leave the school at the end of Year 4 and the high proportion of pupils with special educational needs and/or disabilities in some year groups, make comparisons between key stages and year groups less meaningful than in larger schools. Children make good progress in the Early Years Foundation Stage year and are now making satisfactory progress overall as they move through Key Stages 1 and 2.

Attainment by the end of Year 2 is in line with national averages. Current standards in Year 4 are broadly average. Observations during lessons, however, demonstrate that pupils' progress is improving rapidly due to improved teaching and the whole-school focus on improving standards in reading, writing and mathematics. Pupils with special educational needs and/or disabilities make satisfactory progress because of the appropriate support provided by teachers, teaching assistants and outside agencies. All parents and carers feel that their children are making good progress. The inspection found that, although this has not been the case in the recent past, improvements made under the leadership of the present headteacher are beginning to lead to improved rates of progress in Key Stages 1 and 2.

### Quality of teaching

Although there have been significant improvements in the quality of teaching, it is not consistently good enough to ensure the rapid progress pupils must make in order

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to raise attainment. Good quality lessons are still in the minority. Teachers ensure classroom routines are made clear and are regularly reinforced. Learning is structured carefully and all pupils contribute to lessons. Relationships between teachers and pupils are good and pupils demonstrate positive behaviour and good attitudes to work in lessons. The school has revised its curriculum and this has had a positive impact on pupils' spiritual, moral, social and cultural development. Learning objectives are made clear at the beginning of each lesson and pupils know precisely what they are expected to do. Teachers are developing a better understanding of the progress the pupils in their care are making due to the regular analysis of assessment and tracking data. However they are not yet making full use of the accurate data they now have about each pupils' level of achievement.

In a number of otherwise satisfactory lessons, work was not matched well to the range of ages and abilities in the class. In a small number of lessons, the pace of learning was slow or inconsistent. Teaching in the Early Years Foundation Stage is good. All staff monitor and record children's progress effectively on a day to day basis and observations and achievements are recorded in individual pupil profiles. Although parents and carers, without exception feel that the quality of teaching in the school is good, the inspection found that this is not yet consistently the case.

**Behaviour and safety of pupils**

Observations during lessons and around the school confirm that pupils' behaviour is good and a credit to the school. School documents and discussions with pupils confirm that this good behaviour has been maintained over time. Pupils show respect for the feelings and beliefs of others. They have good attitudes to learning and develop considerate relationships with peers and adults. They understand the need for healthy lifestyles and exercise. They say they feel very safe in school. Pupils have a good range of opportunities to contribute to school and local communities through the work of the school council and regular collections for a number of charities. They take on responsibility and play a constructive role in the school and, through the school council, have had some influence on decisions about school life. Pupils say they enjoy coming to school, and this is reflected in consistently good overall levels of attendance. Children in the Early Years Foundation Stage clearly enjoy school and have settled into routines well, playing happily both together and individually, indoors and out.

**Leadership and management**

The new headteacher has achieved a great deal in a relatively short time in the school. With the full support of the governing body and the local authority, she has dealt appropriately with the turbulence in staffing and has begun to tackle areas requiring further improvement with appropriate rigour. She has successfully introduced a number of initiatives designed to drive improvement. Although most of these will need more time to evidence their full effectiveness, improvements that are already showing positive results include improving the quality of teaching so that it is now broadly satisfactory across the school. The school's assessment and tracking

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systems have been significantly strengthened and pupils are now beginning to become involved in assessing their own work. The headteacher has introduced termly progress meetings so that all staff gain a better understanding of data and how to use it to plan their lessons. Subject leadership is developing well but teaching staff with subject responsibility have not yet had sufficient time to make a significant impact on standards or teaching in their subjects.

The governing body has a satisfactory overview of the school's work and its future priorities and members are beginning to provide a good level of support and challenge. The headteacher has developed very good relationships with parents and carers and these contribute well to pupils' learning and progress. This fully inclusive school places the promotion of equality of opportunity at the heart of all its work. It adopts recommended good practice for safeguarding pupils across all areas of its work. Quality assurance and risk assessment systems take full account of the views of pupils and their parents and carers. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. Although it is too soon to observe the full effect of initiatives introduced by the headteacher, her enthusiasm and drive, together with the improvements in teaching and learning and in pupils' progress, demonstrate the school's satisfactory capacity to maintain and sustain improvement.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



16 January 2012

Dear Pupils

**Inspection of Waterhouses CofE (C) Primary School, Stoke-on-Trent ST10 3HY**

Thank you for welcoming me to your school and for talking to me about what you do there. Waterhouses Church of England is a satisfactory school. Those who lead your school do so satisfactorily and provide you with appropriate care and guidance. It is to your credit that most of you behave well and get on well with each other and with all the staff. You told me you really enjoy coming to school and you show this by your high levels of attendance – well done for that.

However, I want your school to improve standards by:

- making sure your teachers always make good use of their knowledge about what each of you can do to plan work to match your abilities
- giving you more opportunities to use your writing skills in other lessons – for example, in geography and history
- giving teachers in charge of subjects opportunities to observe each other's lessons so that they can find ways of making teaching and learning even better.

You can all help by always doing your best.

Once again, thank you for being so welcoming during my visit.

Yours sincerely

Clive Lewis  
Lead inspector

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