

# Etruscan Primary School

## Inspection report

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<b>Unique Reference Number</b>	133328
<b>Local Authority</b>	Stoke-On-Trent
<b>Inspection number</b>	360489
<b>Inspection dates</b>	4–5 October 2010
<b>Reporting inspector</b>	David Cox

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	317
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lyn Ball
<b>Headteacher</b>	Mrs Vivienne Mees
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Dundee Road Etruria, Stoke-on-Trent Staffordshire ST1 4BS
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons or part lessons, observing 10 teachers, and held meetings with the Chair and Vice Chair of the Governing Body, staff and groups of pupils. Inspectors observed the school's work and looked at documentation including policies on safeguarding, the school development plan, teachers' planning, assessment files and records of pupils' progress, including those for pupils with special educational needs and/or disabilities and those who speak English as an additional language. Inspectors also met with the School Improvement Partner. Staff and pupils completed questionnaires and 59 questionnaires returned from parents and carers were also read and analysed.

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

- It investigated whether leaders are doing enough to improve pupils' attainment at Key Stage 1, particularly in reading and writing.
- It looked at the rate of progress children make in the Early Years Foundation Stage, particularly in communication and language development.
- It judged whether systems for improving pupils' attendance are effective enough.
- It considered whether members of the governing body are challenging the school rigorously enough.

## Information about the school

In this larger than average size primary school, the majority of pupils are from minority ethnic backgrounds, mainly Pakistani. A small proportion of pupils are from White British backgrounds and an increasing number are from Eastern European backgrounds. The percentage of pupils who speak English as an additional language is high. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is broadly average, although the percentage who have a statement of special educational needs is above average. The school has achieved national Healthy School status. It operates a breakfast club for pupils each day.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides a good education for its pupils. Pupils enjoy school, achieve well and make good progress in their learning. The care, guidance and support provided by staff are outstanding, leading to good pupil outcomes. Pupils behave well and feel extremely safe in school. Their good spiritual, moral, social and cultural development is clearly seen in the very positive relationships they have with one another and adults. Excellent partnerships with outside agencies extend the range of specialist support available to help meet pupils' needs. Parents and carers express a strong appreciation of the quality of care the school provides. However, a very small minority of parents and carers continue to take their children out of school for extended holidays and this lowers the overall rate of attendance to broadly average.

Pupils' learning in lessons is good and, by the end of Year 6, standards of attainment are broadly average. Overall, children progress well from having a low level of skills on entry to the Nursery class. Pupils' numeracy skills develop at a good rate, as do their skills of reading and listening, thanks to a whole-school focus in recent years. However, there are gaps in their basic skills. Pupils do not always write in an assured manner. Weaknesses in spelling remain. This is because strategies to improve these basic skills are relatively new and are not applied consistently by all staff.

Teaching is good overall. However, there is some variation in the quality of teaching. The differences in effectiveness are mainly found in Key Stage 1, where more lessons are satisfactory rather than good. The good curriculum makes a significant contribution to pupils' good learning.

The senior leadership team, very ably led by the headteacher, drives the school forward at a good pace. Well-established monitoring and evaluation by leaders mean that the school's strengths and areas requiring further development are accurately identified and well understood. That the latter are tackled effectively is demonstrated by the good rate of improvement made since the last inspection. Standards of attainment are rising and there has been good improvement in many key areas, including teaching and learning. All factors considered, the school's capacity for sustained improvement is good. The governing body supports the senior leadership team well and meets its responsibilities satisfactorily.

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

- Raise attainment in writing by:
  - extending the good practice observed at Key Stage 2 to all areas of the school

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- ensuring all staff promote good basic skills, for example, insisting pupils always use capital letters and full stops appropriately.
- Improve the quality of teaching at Key Stage 1 by:
  - raising the teachers' expectations of what pupils can achieve
  - ensuring teachers provide tasks that pupils find interesting and relevant to their diverse cultural backgrounds.
- Improve the attendance of a very small minority of pupils who are persistently absent, by working with parents and carers in order to reduce the gaps in pupils' learning which occur when extended holidays are taken during term time.

**Outcomes for individuals and groups of pupils****2**

Pupils' achievement, enjoyment and learning in lessons are good overall. From their below average attainment on entry to Year 1, pupils make good progress overall. Pupils make only satisfactory progress with their learning at Key Stage 1 because activities are sometimes far too easy or are not sufficiently interesting to engage pupils from different cultural backgrounds. Thereafter, progress accelerates and pupils make good progress during Key Stage 2 as a result of teaching that challenges them to think for themselves and to learn well.

In lessons, pupils pay attention well and are keen to answer questions, though younger pupils often respond in short sentences or single words. Pupils make good progress in mathematics because of the rigorous approach staff use to improve basic numeracy skills. Pupils are provided with many opportunities within the whole curriculum to practise and develop calculation and problem-solving skills. Progress in writing, though good overall, is hampered by weaknesses in basic spelling and the use of clumsy sentences. Teachers are not always consistent enough in ensuring pupils use capital letters and full stops. Excellent support from teaching assistants leads to pupils with special educational needs and/or disabilities and those who speak English as an additional language making good progress. The one-to-one support in particular has a positive impact on pupils' progress.

Pupils have a good understanding of healthy lifestyles as a result of good links with the local sports partnership. The school is committed to providing residential visits which offer valuable social and learning opportunities for vulnerable children. During their time at Etruscan, pupils become increasingly aware of their locality and community by trips to Hanley, museums, local theatres, churches and a mosque. Links with schools with pupils from other cultures in both the United Kingdom and other parts of the world are helping to develop pupils' cultural awareness. Pupils make a good contribution to the school and local community, for example, through the school council and links with residents at Etruria Lock.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching has a range of positive features that help pupils learn well. A common lesson planning format is used which helps to promote consistency of practice. Teachers' plans include details of what pupils need to learn, how lessons will be structured and the activities to be used to promote their active involvement. These plans are generally implemented well, resulting in fast paced, enjoyable and effective lessons. Teachers give clear details to pupils about what they need to be able to do to reach their individual targets for improvement. This enables pupils to take some responsibility for their own learning. There are examples of outstanding teaching, where the input is particularly dynamic, with a high level of interaction between pupils and teachers. For example, in a Year 6 lesson, questioning was used very effectively to extend pupils' understanding about how to write in a narrative style. Pupils' learning is usually checked well so that teachers can plan to build on it and develop it further. Occasionally, some lessons are less effective. Where this is the case, all pupils are given identical work, irrespective of their different ability. This particularly disadvantages the more able pupils in classes.

The curriculum is matched well to the needs of pupils. Useful steps have been taken to improve basic skills across the curriculum. However, this remains a focus for school leaders and plans are well advanced to adopt a more systematic approach to improving literacy, particularly pupils' writing skills, by extending the good practice found in Key Stage 2 to all areas of the school. The highly popular breakfast club makes a very

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important contribution to helping pupils attend regularly, arrive on time and be well prepared for lessons.

Care, guidance and support are of the highest order. Vulnerable pupils are identified quickly and they receive focused support which is closely tailored to their individual needs and interests. Individual and small-group tuition delivered by excellent teaching assistants has a very positive impact on pupils' academic and personal development. The Home School Link Worker provides very good support and care for pupils and families in challenging circumstances, by signposting concerns to the appropriate outside agencies. The school pursues rigorously parents and carers whose children do not attend on a regular basis but recognises that there is still more to be done.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Senior leaders have made a significant impact on the school's performance by developing thorough systems for monitoring and evaluating the work of the school. The school has excellent systems for tracking pupils' achievement, which help staff to identify where weaknesses exist and to put in place strategies to raise attainment. The headteacher, and the other senior leaders, have a clear vision of the school's role in the community and the role the community can play in helping pupils achieve well. This has been communicated well to other staff, and there is a shared sense of responsibility. Staff development has also contributed to a positive professional engagement between new and existing teachers on how to improve their practice.

The effectiveness of the governing body is satisfactory. There are a number of governors who are new to the role. Nevertheless, key governors know the school well and are supporting and challenging senior leaders increasingly well.

Senior leaders have created valuable partnerships with parents and carers. Parents and carers are kept well informed about school life and the progress that their children make. The school has worked extremely hard to reach out to members of the local community and involve them more in the work of the school. The school's promotion of community cohesion is good, helping pupils to relate positively to others from different backgrounds. By careful monitoring of the attainment and achievement of different groups of pupils, equality of opportunity is promoted well. Discrimination is extremely rare and, when encountered, is dealt with well. Comprehensive risk assessments and child protection measures make for robust safeguarding procedures. In view of its positive outcomes and balanced budget, the school is providing good value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The effectiveness of the Early Years Foundation Stage is good. The children make good progress in all areas of learning. Children develop very good relationships with staff. Children are happy and eager to learn. Adults pay careful attention to children's welfare and care for them exceedingly well. On entry to the Nursery class, most children have skills that are below the level of those expected for their age. A significant proportion is some way behind in language skills and many enter the Nursery class with little or no knowledge of spoken English. Children's needs and interests are quickly identified and there is a strong emphasis upon developing their early language skills. Although they make good progress towards the early learning goals for their age, by the time they move into Year 1 most have reached levels of attainment that are below average. They make very good progress with their personal, social and emotional development. Children begin to understand numbers and happily play at being shopkeepers, by, for example, exchanging goods for coins. Weaknesses remain in early writing. The speech and language of some children are still very limited.

There is a good balance of activities chosen by the children and those led by adults. Learning is well recorded by adults and good assessment practices ensure that children's development is tracked carefully. Teachers communicate this regularly to parents and carers, who are highly supportive of what the school provides. Leadership and management are effective. The Early Years Foundation Stage leader provides a very good role model for the staff, who have a good knowledge and understanding of how children learn and develop. The school is used as an example of good practice by other local settings. The need to provide an outdoor covered play area has been recognised by senior leaders.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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

In terms of the number of questionnaires returned, the response was fairly typical of most inspections of primary schools. Almost all the parents and carers who responded expressed highly positive views of the school. This was true of several parents and carers that the team met. Parents and carers value highly the work of the school in helping their children to be happy and achieve well. Inspectors endorse these opinions.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Etruscan 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 317 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	56	26	44	0	0	0	0
The school keeps my child safe	36	61	23	39	0	0	0	0
My school informs me about my child's progress	28	47	30	51	1	2	0	0
My child is making enough progress at this school	30	51	26	44	2	3	0	0
The teaching is good at this school	32	54	25	42	1	2	0	0
The school helps me to support my child's learning	32	54	25	42	2	3	0	0
The school helps my child to have a healthy lifestyle	29	49	29	49	1	2	0	0
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)	25	42	25	42	4	7	0	0
The school meets my child's particular needs	22	37	35	59	2	3	0	0
The school deals effectively with unacceptable behaviour	24	41	33	56	1	2	1	2
The school takes account of my suggestions and concerns	22	37	34	58	2	3	0	0
The school is led and managed effectively	26	44	30	51	2	3	0	0
Overall, I am happy with my child's experience at this school	28	47	30	51	1	2	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



7 October 2010

Dear Pupils

**Inspection of Etruscan Primary School, Stoke-on-Trent ST1 4BS**

It was a great pleasure to inspect your school. You were all friendly and helpful and we enjoyed talking to you about how you are getting on. Thank you! On behalf of the inspection team I would like to share with you what we found.

Your school is providing you with a good education. The youngest children get off to a good start. Your behaviour in lessons is good and this means you learn well and pay good attention. You take on responsibilities around school and within the local community. You make good progress in lessons and, by the time you leave at the end of Year 6, most of you reach broadly average standards overall. You do particularly well in mathematics but less so with your writing. This is because some of your teachers do not always insist that you develop good basic writing skills. The teaching you receive is good overall and best in Key Stage 2 and you work hard. You enjoy the activities out of school and visits you make to places of interest. Your headteacher, teachers and other adults take excellent care of you all and make sure that you all feel very safe and secure. Part of our job is to identify how the school can be even better. There are three improvements for staff to make. I would like them to:

- help you to do better with your writing
- make sure that all the teaching is at least good or better
- work even harder to help some of you improve your attendance.

Please continue to work hard. I send you all my best wishes for the future.

Yours sincerely

Mr David Cox  
Lead inspector

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