

Haughton St Giles CofE (C) Primary School

Prince Avenue, Haughton, Stafford, ST18 9ET

Inspection dates 24–25 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The attainment of pupils throughout the school is consistently above average in writing, reading and mathematics, and continues to rise.
- Most pupils make good progress, frequently better than that expected nationally. This is because teaching is consistently good throughout the school, and supports the good achievement of pupils.
- Pupils are enthusiastic learners and enjoy school. They are well cared for and safe, and behave well in classrooms and around the school.
- Teachers have high expectations, set many demanding activities, and strongly encourage pupils to learn effectively on their own and with others.
- School leaders have successfully promoted much more rigorous monitoring of teaching, which has resulted in a noticeable improvement in the learning outcomes of pupils.
- Pupils benefit from an extensive range of activities during the day, especially in science, music and drama. This successfully enhances their good spiritual, moral, social and cultural development.
- The governing body is fully involved in improving the school's performance and rigorously hold senior leaders to account.
- The school is led effectively by a thoughtful and considerate headteacher, who is well supported by other senior managers.

It is not yet an outstanding school because

- Although most pupils thrive on high levels of challenge, some, often those who find learning difficult, cannot always keep up with the pace being set by teachers.
- Teachers and other adults do not check the progress and understanding of this group of pupils often enough, especially when they are working on their own.
- Teachers' marking of pupils' work, although improved, does not pay sufficient attention to presentation. As a result, the work of some pupils is not always of sufficiently good quality.
- Basic errors in punctuation and spelling in pupils' writing across a range of subjects are not corrected consistently enough.

Information about this inspection

- The inspector observed 10 lessons taught by seven teachers.
- Meetings were held with the headteacher, pupils, members of the senior management team and seven members of the governing body. A telephone discussion was held with an officer of the local authority.
- The inspector observed the school's work. He examined safeguarding arrangements, and other documents including: school development plans and self-evaluation; behavioural and health and safety logs; school policies; and a range of pupils' work.
- The inspector took account of 29 responses to the online Parent View survey, as well as one telephone response.
- The inspector also examined questionnaire responses from 17 members of staff.

Inspection team

Rodney Braithwaite, Lead inspector

Additional Inspector

Full report

Information about this school

- Haughton St Giles CofE (C) Primary School is smaller than the average-sized primary school.
- Nearly all pupils are White British, the remainder coming from a small range of other ethnic heritages. The proportion of disabled pupils and those who have special needs who are supported by school action is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for support through pupil premium funding (the additional funds provided by the government) is lower than the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- In the Early Years Foundation Stage, a small number of part-time Nursery children join the Reception class in mornings and afternoons.
- The main school is organised into seven single-aged classes in the mornings. In the afternoons there are six mixed-aged classes.
- The proportion of pupils who join or leave the school at other than the usual times is higher than average.
- There have been several recent changes of teaching staff.
- There is privately managed childcare, the 'Starz', on the school site before, during and after the school day. It was not included in the inspection.

What does the school need to do to improve further?

- Ensure that the increasingly high levels of learning challenges and development of independent learning skills, seen in all classes, are fully accessible and understood by all pupils, especially those who find learning difficult, by:
 - using teaching assistants to monitor the learning of individuals and small groups of pupils on a more regular basis
 - checking more frequently that all pupils fully understand their learning activities.
- Reinforce the present good quality of monitoring teaching and learning, so that more good teaching becomes outstanding, by:
 - insisting that teachers develop a higher level of attention to detail when marking pupils' work especially in writing across a range of subjects
 - encouraging pupils to always take care and pride in the presentation of their work, and eliminate basic errors in their spelling and punctuation.

Inspection judgements

The achievement of pupils is good

- A majority of children enter the school with skills and understanding that are slightly above the levels expected for their age, although this does vary year on year. Children make good progress and achieve well in the Early Years class, especially in their language and mathematical skills.
- Good progress is maintained in all years as pupils move through the school. It has improved in the last two years, particularly in writing. More-able pupils are now reaching the higher levels of which they are capable, and their achievement is good.
- The progress and achievement of pupils who are in the school from the Reception class including Nursery children, until Year 6 is particularly good. Although attainment appears to have fallen slightly in Years 1 and 2 in the last two years, this is because teachers' evaluations of pupil attainment are now much more robust and accurate than in the past. Present evidence indicates that pupils in these years are achieving well and reaching above average levels in reading, writing and mathematics.
- Progress is good in Years 3 to 6 and school data indicate that pupils are well on track to reach above average standards or higher by the time they leave. Some pupils enter the school from other schools other than at the usual times, mainly in Years 3 and 5. These pupils settle quickly and make similar progress to pupils already in the school. In particular, most new pupils in Year 5 make rapid progress and reach above average standards.
- Pupils benefit from developing a wide range of skills through other subjects, in particular in science, in music where many learn to play a variety of instruments, and in drama.
- All groups of pupils achieve equally well. There are occasional differences in the performance of girls and boys, but not a consistent trend. Achievement is also good for disabled pupils and those with special educational needs, and the very small numbers of pupils from different ethnic heritages.
- The pupil premium funding has been used effectively by the school for providing additional adult support to pupils in their learning of basic skills and to meet their personal and emotional needs. This has helped pupils to make good progress in these aspects in particular and to achieve well overall.
- Reading standards are rising strongly and many pupils throughout the school are reading at above average levels. Younger pupils are making swift progress in their learning of letters and sounds (phonics) as observed in the Reception and Year 1 classes. This has led directly to the recent good results in the national phonics screening test for Year 1 pupils.
- Older pupils show considerable enthusiasm for reading a wide range of books, including those used regularly for research projects. The skills they are developing are often used to good effect in their imaginative writing.

The quality of teaching is good

- Children have a good start to their learning in the Early Years because the teaching carefully balances the need for the development of basic skills to be combined with children becoming

self-confident and independent.

- Teaching throughout the school is characterised by the high expectations of teachers, and the good pace of their lessons. Teachers do not dominate discussions and encourage individual learning, as well as small group and paired learning. This helps most pupils to make quick progress in their learning. A number of examples of this were seen during the inspection, such as pupils in Year 6 working on challenging problem-solving in mathematics, and pupils in Year 4 breaking number and letter codes through their knowledge of addition.
- Nearly all teaching is at least good. It has improved since the last inspection, mainly because of the more robust monitoring of teachers' skills by school leaders. This has resulted, for example, in teachers always taking great care to explain the learning objectives in lessons. Also, some individual interventions by both teachers and teaching assistants are well directed, especially for disabled pupils and those who have special educational needs. This was observed on several occasions, and clearly helps the progress and development of these pupils.
- Teachers manage equally well single-aged classes in the mornings and mixed-aged classes in the afternoon, as was observed during the themed science afternoons during the inspection.
- Teaching is not yet outstanding, though. Adults do not always ensure that all pupils understand their learning tasks, or check that they are not relying on other pupils to support their learning. At times, pupils who find learning more difficult than others are not quickly enough noticed when they are struggling for understanding.
- Teachers have improved their marking by offering more guidance to pupils on their next steps in learning. However, they do not pay enough attention to the fine detail, for example, of pupils' writing and presentation of work across a range of subjects. Although often imaginative and interesting, the written work of some pupils is sometimes careless and untidy, which is not indicated to them by teachers.

The behaviour and safety of pupils are good

- Pupils behave well in and out of lessons, especially when involved in their many practical learning activities. They feel safe, talking enthusiastically about their regular fire drills, and say that all act safely in classrooms and outside.
 - Children in the Early Years Foundation Stage soon settle in to school routines and enjoy their learning. This includes a small number of Nursery age children who join the Reception class in the mornings. These children soon learn the routines of preparing themselves for their activities, sharing, washing and tidying up after themselves.
 - Pupils have good attitudes to learning and mention a wide range of their 'likes'. This includes performing in 'The Pirates of Penzance' and learning the saxophone. Older pupils are especially caring and exemplary role models when working with younger ones in mixed-aged classes and making, for example, model rockets and kites.
 - Pupils talk about bullying in terms of 'teasing, name calling and cyber bullying' but none in discussion expressed concerns, saying that 'teachers deal with it'. A small minority of parents and carers are concerned about bullying and the school's policy for this. Leaders are aware of the issue and are taking steps to reconcile any differences which remain.
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- There are very effective links with external professionals when specialised services are needed. These support pupils and families in difficult circumstances, especially disabled pupils and those with special educational needs.
- Attendance and punctuality are both better than average, and have been for some time. There have been no exclusions from school in recent years.

The leadership and management are good

- The decrease in the headteacher's personal teaching commitments and her increased role in managing teaching and learning in the school has been very beneficial to the performance of the school. She has, particularly with the senior teacher, been able to lead the school in a number of successful improvements.
 - The progress made by pupils in their learning is now more consistent. Teachers have higher expectations for their pupils, and evaluate their learning more accurately in order to set clearly defined individual learning targets. Consequently, far more teaching than in the past is good and occasionally better.
 - School self-evaluation is accurate and well supported by a wide range of evidence. This has helped school leaders to develop sharp and achievable improvement targets. The school leadership has proved consistently that it has a good capacity for sustained improvement.
 - The many interesting and stimulating learning activities, the encouragement to independent thinking and learning, and opportunities for pupils of all ages to work with each other, strongly promote pupils' spiritual, moral, social and cultural development. Assemblies also add to this with pupils talking of how they can lead prayers, or being encouraged to help less fortunate children in Belarus with 'shoeboxes'.
 - The monitoring of teaching and learning is closely linked to the school's development and improvement planning; targets for teachers to achieve are set accordingly, and can include incentives for good performance. Monitoring, though, has missed opportunities to ensure that teachers are more demanding with pupils' work presentation and accurate recording.
 - Middle leaders are seizing every opportunity to contribute to successful school management, such as the recent comprehensive subject audit by the mathematics coordinator.
 - The school has good relationships with supportive parents, most of whom are very positive about the education of their children.
 - The local authority supports the school when requested. As the school does this infrequently, the authority, which has no concerns about the school, is not often required to support it.
 - School leaders and members of the governing body promote equal opportunities successfully. They ensure that a good learning atmosphere prevails in school and that there is no discrimination through gender, disability, special educational needs or ethnic heritage. The use of the pupil premium funding has been carefully considered and its impact is closely monitored.
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■ **The governance of the school:**

- Members of the governing body challenge school leaders robustly and share their high ambitions for sustained good progress and improvement. They have a good understanding of pupils' achievement through monitoring their attainment and progress in a wide range of subjects. Members are often in school, visiting classes and holding discussions with leaders. Members of the governing body strongly support the headteacher in introducing change, particularly, for example, in relating performance targets to improving both pupils' progress and the quality of teaching. Members of the governing body ensure that safeguarding arrangements are fully in place and that financial resources, and specifically the pupil premium funding, are used effectively.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124301
Local authority	Staffordshire
Inspection number	402247

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	142
Appropriate authority	The governing body
Chair	Penny Lock
Headteacher	Tracey Cook
Date of previous school inspection	7 July 2010
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