

Etruscan Primary School

Dundee Road, Etruria, Stoke-on-Trent, ST1 4BS

Inspection dates 22–23 April 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching in Key Stage 1 and lower Key Stage 2 is not yet good enough.
- Although standards in reading, writing and mathematics are improving, they are still too low in parts of the school. Pupils in Key Stage 1 and lower Key Stage 2 are not making rapid enough progress to overcome previous underachievement. This is especially true for disadvantaged pupils, those eligible for the pupil premium and those who have special educational needs.
- The school's curriculum does not yet meet the requirements of the new National Curriculum and does not meet the needs of all pupils.
- Members of the interim executive board (IEB) currently share collective responsibility for safeguarding and oversight of the achievement of vulnerable pupils. This arrangement works well enough with the very small number of members on the IEB but will need to be reviewed as the school establishes a new full governing body.

The school has the following strengths

- The executive headteacher and head of school have had a significant impact in driving the improvements in this school. They have been unrelenting in their determination to eradicate inadequate teaching and raise standards.
- Middle leaders have grown into their roles and take responsibility for their subjects and areas. With the senior leaders, they form a very effective team of managers. They know what still needs to be done to ensure that this becomes a good school and have appropriate plans to get there.
- Governance by the IEB is highly effective.
- The quality of teaching in upper Key Stage 2 is of a very high order and, over time, is leading to rapid progress being made by the vast majority of pupils.
- Most able pupils are making the greatest progress across the school.
- Provision in the early years is good and, as a result, children make good progress from low starting points.
- Behaviour and safety are good. Pupils are very well behaved in lessons and around the school. The school's work to keep pupils safe is good. Pupils' spiritual, moral, social and cultural development is promoted well.

Information about this inspection

- This inspection was the fourth monitoring inspection carried out under section 8 of the Education Act 2005 as a result of the school being judged to require special measures in November 2013. It was subsequently deemed a section 5 inspection.
- The inspectors observed learning in all classes across the school. All observations were carried out jointly with the members of the senior leadership team.
- Inspectors looked at the work in pupils' books and listened to some pupils read.
- Inspectors held meetings with the executive headteacher, the head of school, the English and mathematics subject leaders, the special educational needs coordinator and leaders for assessment and information and communication technology (ICT) and the early years.
- Inspectors talked with pupils and staff informally and met with a group of older pupils.
- Inspectors observed lunchtime and playtime activities.
- Inspectors considered the school's own surveys of parents' views. There were not enough responses to the online survey (Parent View) for inspectors to consider these.
- Inspectors held meetings with members of the IEB and a representative of the local authority.
- Inspectors scrutinised a number of documents including records of leaders' checks on the quality of teaching, a range of school policies and information about the curriculum and about pupils' achievement. They also reviewed records relating to safeguarding and to pupils' behaviour and attendance.

Inspection team

Angela Westington, Lead inspector

Her Majesty's Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This school is larger than the average-sized primary school. It is part of a soft federation with two other schools: St Marks Church of England (A) Primary and Thomas Boughey Nursery Schools. The executive headteacher oversees all three schools.
- The overwhelming majority of pupils are from minority ethnic backgrounds. Two thirds of the school population are Pakistani; the next largest group is of White British heritage and comprises a tenth of pupils.
- Over three quarters of pupils speak a first language other than English.
- The school population is more mobile than is found nationally. The school attracts pupils new to the country; most recently, it has received numbers of pupils from Poland and Eastern Europe.
- A higher than average proportion of pupils is disadvantaged and eligible for pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after).
- The proportion of disabled pupils or those who have special educational needs is in line with the national average.
- The early years comprises three Nursery classes and two Reception classes. Children in both year groups attend full time.
- The governors manage a breakfast club which runs in the school hall each morning.
- The school meets the current government floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching in Key Stage 1 and lower Key Stage 2.
- Raise standards further and improve rates of progress in reading, writing and mathematics especially in Key Stage 1, lower Key Stage 2 and for disadvantaged pupils, those eligible for the pupil premium and those who have special educational needs.
- Implement a fully designed curriculum which meets statutory requirements and the needs of all pupils.
- As a full governing body comes back into force, review the arrangements for ensuring that named governors have responsibility for safeguarding, the impact of the pupil premium and other key aspects of the school's work.

Inspection judgements

The leadership and management are good

- As a result of the vision, determination and drive of the executive headteacher, supported by the head of school, Etruscan Primary has turned the corner and is well placed to continue its journey to becoming a good school. Together, the executive headteacher and head of school have set out a clear programme for improvement. They have been persistent in their approach and have set high standards for all staff to follow. They lead by example.
- Consequently, teaching has improved, standards are rising, behaviour and safety are much improved and pupils and parents are happier. Staff morale is high and there is a palpable sense of optimism about the school and its future.
- Middle leadership is much improved. Middle leaders are a cohesive, effective team who work well together and are having a positive impact on their areas of responsibility.
- The curriculum has been adapted as a result of the changed requirements of the new National Curriculum. Currently, teachers are piloting the revised version but it is not planned well enough to ensure that pupils make good progress in different subjects as they move through the school.
- Despite this, the curriculum does prepare pupils well for life in modern, democratic Britain. Pupils are gaining a good understanding of what it means to be British. Older pupils could talk about the forthcoming general election and explained how they had taken part in elections within school. Through the various curriculum subjects, they are learning about aspects of British history; about rules, law and tolerance. The school follows the locally agreed religious education syllabus. Pupils are taught about Christianity, other religions and about those who do not follow a religion.
- The school promotes equality of opportunity well and it celebrates the diversity of its school population. Recent improvements to teaching and the identification of additional needs mean that many more pupils than previously are achieving well but there is some way to go before all pupils do so.
- Leaders and governors know how the pupil premium is spent and can demonstrate that it is raising achievement and improving well-being for disadvantaged pupils. The impact of the school's use of the premium is evident in improved behaviour and attendance and rising standards for vulnerable pupils.
- The primary physical education (PE) and sport funding has been used to employ specialist coaches who teach lessons, provide professional development training for teachers and to observe teachers then teaching physical education lessons. As a result, more pupils participate in regular physical activity and enjoy the lessons. Leaders are monitoring the impact of this funding. In autumn 2014, in a pupil survey, some Key Stage 1 pupils reported not enjoying PE. This is no longer the case.
- All safeguarding requirements are met. This aspect of the school's work is a strength. All staff have attended safeguarding, radicalisation and extremism training and senior leaders have attended additional training on PREVENT, female genital mutilation (FGM), domestic abuse and child sexual exploitation. The school is viewed by PREVENT officers as offering a model of good practice to other schools.
- Concerns about pupils' safety or well-being are held in secure, well-logged records. Referrals to the local authority are made in a timely manner. The safeguarding policy is comprehensive and is well understood by staff so that they know what to do if they have concerns. Leaders and governors have ensured that all appropriate checks are made on new staff prior to appointment.
- Throughout its journey through special measures, the local authority has provided strong, proactive challenge and support for the school. It brokered the partnership with St Mark's Church of England Primary School and the services of the executive headteacher. The local authority also commissioned the Behaviour Support Service to work with the school to improve behaviour.
- **The governance of the school:**
 - Governance by the IEB is highly effective. Governors know about the quality of teaching and about the achievement of different groups of pupils. They support the executive headteacher and head of school appropriately when difficult staffing decisions have to be made in order to tackle underperformance. Appropriate performance management arrangements are in place for teachers and the headteachers. Minutes from their meetings show that governors challenge the reports that they receive from school leaders and are aware of school policies and spending decisions.
 - Members of the IEB currently share collective responsibility for safeguarding and oversight of the achievement of vulnerable pupils. This arrangement works well enough with the very small number of members on the IEB but will need to be reviewed as the school establishes a new full governing body.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Behaviour in lessons and around the school is consistently good. Children understand and accept the school rules and they understand how their behaviour impacts on their own learning and that of others. Where there are instances of low-level disruption or poor behaviour, this is usually where teaching is less effective. The 'Playground and Friendship Buddies' initiative is popular and encourages pupils to look after each other.
- Staff apply the school behaviour management policy consistently. Good behaviour management strategies, clear sanctions and targeted support for vulnerable pupils ensure that behaviour is good.
- Behaviour is monitored closely. Behaviour logs are kept on all incidents and these are analysed to identify patterns and trends so that further action can be taken.
- Pupils bring the correct kit to school: reading bags are brought in daily and PE kit is brought in on the right days.
- Attendance has improved but the persistent absence of a small group of pupils remains high. Some Eastern European pupils of Gypsy-Roma heritage have patterns of persistent absence as they travel or return home. The school works hard to improve the attendance of specific groups by ensuring a wide range of support measures and challenges to improve attendance. Punctuality has improved. Pupils are motivated by the rewards and competitions for good attendance and punctuality. Vulnerable pupils are supported well to attend school.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe at school. Those who spoke to inspectors reported that behaviour in school and in lessons is much improved.
- The school responds well to parental concerns. Following a parental survey in the autumn term 2014 which revealed that there were concerns about bullying, the school held an anti-bullying week for pupils and parents. Parents were invited to learn about bullying and e-safety and large numbers attended the sessions led by a member of staff. Feedback was very positive. Pupils told inspectors that anti-bullying messages have been made very clear in lessons and assemblies. They said that this has helped and that bullying is now unusual.
- Older pupils talked confidently about the ways in which the school teaches them about racism. They say that there is very little racism in the school. They explained how they are taught how to keep themselves safe on the internet and when using mobile phones.
- The school is located in a PREVENT area and staff work closely with PREVENT officers, police and other agencies to safeguard pupils in the school. Staff watch carefully for signs that girls may be subject to FGM.

The quality of teaching requires improvement

- Evidence from lesson observations, from work in pupils' books, data and conversations with pupils themselves confirms that the profile of teaching is too variable. Over time, the teaching in upper Key Stage 2 is enabling many pupils to make outstanding progress and reverse previous underachievement but in Key Stage 1 and lower Key Stage 2, teaching is only ensuring adequate progress for most pupils.
- Well-embedded school-wide routines and systems for teaching reading and writing have contributed to improvements in pupils' reading and literacy skills. Pupils benefit from the use of class novels and texts as the central core of their English lessons. Teachers ensure they focus on teaching and explaining new vocabulary. In mathematics, teachers increasingly give careful thought to developing in pupils a deep understanding of concepts and use a range of practical resources to support pupils in their thinking.
- Teachers and teaching assistants manage pupils' behaviour well in lessons and little teaching time is lost. Classrooms are productive places and there is little off-task behaviour. Pupils enjoy their lessons and want to learn.
- The introduction of sharper assessment systems has led to improvements in the planning produced by most teachers and, increasingly, lessons which are well matched to the needs of most pupils. Teachers ensure they provide regular and productive feedback to pupils. The morning 'fixit' sessions allow pupils time to reflect on any mistakes made the day before and respond to the teacher's comments.
- The basic skills, such as mental recall and calculation skills in mathematics, and spelling and grammar in writing, are increasingly well taught. Regular professional development, now a key feature of the school,

is improving the skills of staff to teach these important aspects. Staff benefit from close links with the partner school, St Mark's; a partnership which allows staff to observe and share good practice.

- The school's provision for disadvantaged pupils, for disabled pupils or those who have special educational needs has been reviewed and overhauled. All vulnerable pupils are known to staff and a clear map of their individual provision has been produced. Their progress is monitored carefully by senior staff and teachers are held to account for their progress.

The achievement of pupils

requires improvement

- The school has had a history of all groups of pupils, at each key stage, underachieving. This trend is now reversing.
- Pupils in upper Key Stage 2 are making accelerated progress in reading and in mathematics; their progress in writing is not as rapid but is still improving. They read a wide range of high-quality children's literature and are developing higher-order reading skills that prepare them well for secondary education. For example, many routinely refer to the text to provide evidence for their answers when responding to questions. They enjoy reading and talk with animation about the books they read.
- In mathematics, pupils in upper Key Stage 2 are stretched to achieve high levels of conceptual understanding. Many are currently working at the higher levels for this age group. They are used to standing at the front of the class and explaining to classmates how to solve a problem or offer alternative solutions. They have a very good understanding of place value and, increasingly, can use a good range of mathematical resources to support their thinking. Their exercise books show that they are producing a wider range of writing, of higher quality, with more attention paid to grammar, punctuation and presentation.
- Despite the discernible improvements in many pupils' skills in reading, writing and mathematics, pupils in Key Stage 1 and lower Key Stage 2 are not making the same rapid rates of progress as those higher up the school. This is most obvious in the limited progress made by some of the school's most vulnerable pupils. In the 2014 Year 1 phonics check (letters and the sounds they make), fewer than half of pupils met the expected standard, much lower than the national figure and only five of the 21 boys did so. Pupils' acquisition of phonic knowledge is improving due to the implementation of a systematic teaching scheme which is being followed throughout the early years and Key Stage 1. Older pupils in Key Stage 2 with low reading ages are also benefiting from following the scheme.
- Across the school, almost all pupils who are eligible for the pupil premium have multiple vulnerabilities, such as special educational needs, English as an additional language or being a child who is looked-after. In the 2014 national tests for 11-year-olds, disadvantaged pupils attained as well as other pupils in the school, but both groups were a year behind other pupils nationally in reading, writing and mathematics. In upper Key Stage 2, these pupils are making good progress. Inspectors observed such a group in a Year 5 mathematics lesson making extremely good progress on their understanding of place value.
- In 2014, disabled pupils and those who have special educational needs attained much less well than their classmates – almost two years behind. The school's new provision mapping for these pupils is clear and comprehensive and is focused on the right support. Pupils are making better progress in upper Key Stage 2 than in Key Stage 1.
- The school has very small numbers of children who are looked after. Those who are in Key Stage 2 are making better progress than those in Key Stage 1.
- In the 2014 national tests, the proportions of pupils attaining the higher levels in the national tests were lower at age 11 than the national figures and significantly lower than the national figures for seven-year-olds. However, most able pupils are now making the most rapid progress across the school as their abilities and potential are better identified and teachers realise the extent of their previous underachievement. Many now have reading ages well beyond their birthday ages, having made rapid gains in recent months. The school expects many more pupils to gain the higher levels in the 2015 national tests for 11-year-olds.

The early years provision

is good

- The provision in the early years is good. Improvements to the environment, indoors and out, adults' planning, the curriculum and the quality of teaching have resulted in increasing numbers of children making good progress.
- Children enter the nursery with skill levels that are typically significantly below those for this age group.

In particular, they have low skill levels in communication and language, making relationships and physical coordination. Of the children currently in Reception, on entry to the Nursery, just 7% were on track to achieve a good level of development by the end of Reception. The expected figure is now 54%, the highest figure the school has ever reached. In 2014, the figure was 42%. The proportion of children achieving a good level of development is rising year-on-year, although remains below the national figure.

- Children in both the Reception and Nursery are benefiting from well-organised teaching of phonics. As a result, each year group is further on in their acquisition of letter-sound knowledge and early reading than previous cohorts. Basic skills are taught well. More children are well prepared for Year 1.
- The Nursery and Reception rooms are well organised, clean and inviting. The outdoor area is engaging, clean and safe. Activities, inside and out, are well thought out and promote children's development.
- Assessment of children's progress is thorough. Joint moderation activities take place with the partner schools to ensure that the school's judgements are correct.
- Behaviour is good in the early years. Children understand the class rules and the need to keep themselves and others safe. They handle materials sensibly.
- Children are well looked after. Relationships with parents are good. Key workers visit parents at home prior to the child starting school and there are termly parent evenings.
- The whole-school safeguarding policies are implemented effectively in the early years.
- Leadership and management of the early years are good. The new leader is bringing about further positive change and has high expectations for the children's attainment and progress.
- Children eligible for the early years premium are clearly identified and well known. Their needs are recorded clearly along with the relevant additional support needed. The first sign of impact of this additional funding is the increase in the proportion of children likely to attain a good level of development.

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	133328
Local authority	Stoke-on-Trent
Inspection number	464269

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	353
Appropriate authority	Interim executive board
Chair	Gini Cotton
Headteacher	Michelle Johnstone
Date of previous school inspection	12 November 2013
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