

Etruscan Primary School

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

Inspection dates

3–4 May 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher and head of school provide effective leadership. A shared drive and vision with staff ensures that pupils achieve well from their starting points.
- Pupils make good progress in reading, writing, mathematics and other subjects. Pupils' progress is accelerating across the school.
- Teaching has improved and is now typically good. Other adults make a significant contribution to pupils' learning.
- Occasionally, the work set for pupils does not make them think or work hard enough.
- Pupils' spiritual, moral, social and cultural development is a strong feature of the school. Pupils have a good understanding of different religions and cultures, and British values.
- Pupils enjoy school. They support and respect each other and are keen to do well. Pupils learn to take responsibility and help others less fortunate than themselves in society.
- Despite the efforts of leaders, pupils' attendance is below average.
- Pupils are happy and safe in school because their welfare is given a high priority. Pupils have a good understanding of how to keep safe, including when using a computer on the internet.
- The well-designed curriculum and extra-curricular activities, such as the much enjoyed kit car club and cookery provide pupils with memorable experiences that engage and enthuse them.
- Children in the early years make good progress from their starting points and enjoy the interesting activities that teachers provide.
- Leaders' monitoring of teaching does not pay sufficient attention to the impact it has on the progress of different groups of pupils.
- The governing body supports the school well and has a good awareness of its strengths and weaknesses. It is rigorous in holding the school to account for pupils' progress so that the school continues to improve.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching to ensure that pupils make the best possible progress by:
 - making sure that teachers consistently set work which presents the right level of challenge to enable pupils to make even stronger progress
 - ensuring that observations of teaching have a closer focus on how well groups of pupils learn and make progress.
- Work more closely with the families of those pupils with the most absence to improve their attendance so that they benefit from the education in the school.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher and head of school provide strong leadership for the school. Since the previous inspection, they have ensured that the quality of teaching and learning has improved rapidly. Consequently, pupils are making good progress as they move through the school. Senior leaders have developed a collaborative and ambitious team spirit throughout the school. This ensures that the school is meeting its aim to 'Reach for the stars'.
- School leaders have an accurate view of the school's strengths. Robust and regular monitoring of all aspects of the school's work gives them an accurate view of the areas for further development. School improvement planning reflects this information and shows a resolute commitment to further, continuous, school improvement.
- Leaders check the quality of teaching regularly. As a result, they have an accurate view of what is working well. They mentor and coach staff effectively to develop their skills and improve their teaching practice. The monitoring of teaching, however, does not take sufficient account of the impact of teaching on the progress of groups of pupils in lessons.
- The curriculum is vibrant. Pupils enjoy topics that appeal to their imagination. For example, pupils enjoy learning about the 'The Romans' and 'Why is Italy a cool place to live?' They bring together aspects of many different subject areas including history, geography and art. The topics effectively develop pupils' interests and ensure that they acquire knowledge in a range of subjects. Pupils greatly enjoy a wide range of extra-curricular activities. They include art, kit car and science clubs. These activities nurture pupils' interests and develop their skills well.
- Leaders know pupils who have special educational needs and/or disabilities very well and monitor their progress in detail. They ensure that additional funding to help these pupils is deployed effectively. Consequently, these pupils make good progress from their starting points because of the support they receive.
- The pupil premium funding for disadvantaged pupils is used well. Each pupil is identified, their needs assessed and funds used to give additional support, as required, or assistance for educational visits and events, which is helping them to progress well in their learning.
- The primary physical education (PE) and sport premium is used effectively. It has increased pupils' participation in sport. The school now provides a much wider range of sporting opportunities and inter-school competitions in handball, athletics and cricket. Dedicated sports coaches organise lunchtime and after-school sports, such as dance and tag rugby. As a result, pupils develop healthier lifestyles and improved physical well-being.
- Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum and the opportunities offered. Pupils have a very good understanding of the school's values such as respect, enjoyment, achievement, collaboration and honesty. These are effectively linked with British values. Pupils learn about other religions and cultures through visits to local religious centres and invitations from faith groups, which

reflect the multi-cultural community that the school serves. Leaders ensure that any form of discrimination is not tolerated. This prepares pupils well for life in modern Britain.

- The school has a highly productive relationship with the local authority. Termly meetings with the local authority have provided effective support in monitoring and challenging the school, so that the quality of teaching has increased and improved pupil outcomes.

Governance of the school

- Governors are committed to and ambitious for their school. They have a clear understanding of the school's strengths through detailed reports from a variety of staff with leadership responsibilities. Governors recognise where it can improve further. They use information gathered through visits to school, as well as the reports provided by leaders, to ask challenging questions to bring about improvements. The governing body has the skills to ensure that the school has good financial practice as well as having a very clear understanding of pupils' performance in comparison to national standards. They are knowledgeable about and appreciate the school's work to reward good teaching and tackle underperformance. Governors have a good understanding of how well additional funding is used for disadvantaged pupils, those who have special educational needs and/or disabilities and to enhance the sports provision. They scrutinise its impact in detail.

Safeguarding

- The arrangements for safeguarding are effective. Staff know pupils very well. They ensure that all pupils, including those whose circumstances make them more vulnerable, are provided with effective support and guidance. Procedures for vetting new employees and volunteers are thorough. The school works in partnership with parents and other agencies to ensure that pupils are safe. Staff have a good awareness of safeguarding issues and procedures to follow should they be concerned about a pupil's welfare. They have all read part 1 of 'Keeping children safe in education 2016' and talk with some confidence about the indicators of radicalisation, sexual exploitation and female genital mutilation. 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.

Quality of teaching, learning and assessment

Good

- School leaders are uncompromising in their drive to improve the quality of teaching. Consequently, the quality of teaching is now consistently good and pupils' progress is rapidly improving.
- Teachers know their pupils' learning needs well. They use questioning effectively to check pupils' understanding and explain their answers. For example, in a key stage 1 science lesson, effective questions encouraged pupils to discuss how animals get their food and then explain their reasoning.

- The effective teaching of phonics has ensured that pupils can build words effectively and understand what they are reading well. Pupils took pride in demonstrating their reading skills to the inspectors and showed they understood the text effectively. Texts for the most able readers are often particularly demanding, such as poetry by Pie Corbett.
- Pupils' writing has improved. Teachers ensure that pupils master the basic skills of spelling, punctuation and grammar. Pupils get frequent opportunities to write at length across a range of subjects and genres. In a Year 2 lesson, pupils used time connectives to good effect when writing instructions on how to make a white chocolate sauce.
- Mathematics is taught well. Teachers extend pupils' ability to reason and deepen their learning in mathematics. For example, in a Year 6 lesson, pupils developed their analytical skills well when substituting letters for numbers/numbers for letters into an expression in algebra.
- Teaching assistants make a strong contribution to the progress that pupils make because they are well trained and deployed effectively. If they spot pupils who are struggling or losing concentration, they skilfully intervene to bring them back on track.
- In some lessons the work set is not at the right level of difficulty for pupils. When this happens, pupils' learning slows down because the tasks are too easy and they are ready for more demanding work. Consequently, this limits the amount of progress pupils make.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are clearly proud of their school and wish to share their experiences with other people. One pupil said, 'I enjoy coming to school, teachers make learning fun.'
- As a result of the bike safety classes and the swimming lessons that the school provides, pupils know how to keep themselves safe in other contexts. Pupils understand the different types of bullying such as cyber bullying and name-calling. They say that bullying is rare, and that if it does happen it is dealt with swiftly.
- Pupils have a wide range of opportunities to take on responsibility, including acting as school councillors, librarians and friendship buddies. The school buildings and grounds are litter free, bright and filled with stimulating resources.
- Pupils participate in the 'Walk to school' challenge. They know about the importance of hygiene and a balanced diet, and also to exercise regularly and drink plenty of water. They are encouraged to take part in sport activities at lunchtime.
- Pupils learn to consider their role in society and how to help those less fortunate than themselves. They raised funds for the UNICEF Sudan crisis collecting £230 from a book sale. Pupils regularly donate to the food bank at St Mark's church.
- The breakfast club provides pupils with a positive and enjoyable start to the school day. The atmosphere is welcoming, relaxed and ensures that pupils are ready to start learning immediately.

Behaviour

- The behaviour of pupils is good. Pupils are polite. Good manners abound around school. Pupils are respectful of each other and adults. They display a strong sense of pride in their uniforms, their schoolwork and the school buildings.
- Pupils have positive attitudes to learning and enjoy coming to school. Pupils are eager to learn, settle quickly to work without any fuss and cooperate extremely well. Very occasionally, a few pupils become distracted if activities are not sufficiently challenging.
- It is clear that pupils care for each other. Inspectors saw many examples of pupils supporting each other, showing kindness and demonstrating an understanding of how others might feel. Lunchtimes and playtimes are pleasant experiences and the pupils enjoy playing with their friends.
- A very small number of pupils do present some challenging behaviours and school staff manage these pupils very well. Leaders work with families and outside experts to make sure they get the necessary guidance and support. Consequently, exclusions are rare and pupils are able to make the most of school.
- Pupils' attendance is lower than national average. The leaders of the school have worked hard at identifying ways it can improve and there are signs that attendance is rising, especially for pupils who are persistently absent.

Outcomes for pupils

Good

- In the 2016 national test results, Year 6 pupils made above-average progress in writing and secure progress in reading and mathematics. The proportion of pupils who achieved the expected standards in reading, writing and English grammar, spelling and punctuation was below other pupils nationally. However, this was because these pupils had below-average starting points when they entered key stage 2. Year 6 pupils leave well prepared for secondary education.
- Outcomes have improved in reading, writing and mathematics since the last inspection. From their different starting points, the large majority of current pupils in all year groups are making good progress and working at the expected standards for their age. In key stage 1, pupils are making rapid progress and the majority are now working at their age-related standards. In key stage 2, standards continue to rise this year with increasing numbers of pupils working at the expected standards.
- The proportion of Year 1 pupils who achieved the expected standard in the phonics screening check was above the national figures last year. Pupils develop as fluent, confident readers who enjoy reading and read widely. They talk with enthusiasm about their favourite authors, such as Roald Dahl, and different styles of writing.
- Pupils make good progress in a wide range of subjects, in addition to English and mathematics. In science, pupils learn to conduct different investigations with increasing independence. They understand the need for a fair test, make sensible predictions, measure accurately and draw appropriate conclusions. In history, pupils learn about the cultures and important historical events in a wide range of countries.
- Disadvantaged pupils benefit from the extra support provided. They have access to all the opportunities at school, such as clubs and trips, and are given any necessary extra

support to help them catch up. Consequently, these pupils are making swift progress and differences between their attainment and that of other pupils nationally are decreasing.

- Pupils who have special educational needs and/or disabilities make good progress in English and mathematics from their starting points. This is due to the help they receive in class and through tailored support and interventions according to need. Effective targeted support ensures that pupils with low levels of proficiency in English make rapid progress in English from their starting points.
- The most able pupils, including the most able disadvantaged pupils, currently in the school, make good progress across the curriculum. This is because they are presented with work in English and mathematics that requires them to think more deeply and demonstrate their mastery of both mathematics and the English language.

Early years provision

Good

- Children enter the early years with skills and abilities below what is typical for their age. By the end of their Reception Year, children make good progress from their starting points across all areas of learning. The proportion of children achieving a good level of development has increased year-on-year. Children are well prepared for the next stage of their education in Year 1.
- Leaders make effective use of the extra funding for disadvantaged children and children who have special educational needs and/or disabilities. This ensures that they remove barriers to children's learning. For example, to enhance children's speech and language development if they fall behind in their learning.
- These children make good progress because leaders provide support for them if they fall behind in their learning, such as to enhance their speech and language development.
- The early years leader has established effective links with parents and pre-schools. As a result, children settle quickly into the Nursery and Reception settings and grow in confidence and independence. Adults have high expectations of children, including of their behaviour, in nurturing environments. Consequently, children behave well and learn to share when playing together.
- Teachers and key workers know the children well. They use careful, ongoing assessment to plan targeted and structured opportunities to develop children's skills, particularly in language development. Teachers use careful questioning to involve children in critical thinking and challenge their understanding. For example, when working with a group constructing a large structure, the teacher asked, 'What are we building here?' and 'Have you made sure that it is safe?' On occasions, tasks given to the most able children are not sufficiently demanding enough to challenge them to make even more progress.
- The children benefit from a vibrant and stimulating learning environment. They experience a rich curriculum and are provided with many opportunities to develop their imagination. For example, during the inspection, children acquired some mature language in the 'office' role-play area. A small group developed an understanding of number as they posted letters in the outdoor area. Staff are committed to encouraging

the children to have the confidence to explore learning with their friends, independently of their teachers. A girl showed great resilience and concentration as she persisted in rescuing teddies from the water. She then carefully counted and sorted them into small, medium and large sizes.

- Children are introduced to books from the moment they start. They progress to recognising letters and then linking letters to sounds (phonics). During the inspection, children in Reception were reading simple words, fluently using techniques they had learned in phonics lessons, and then making good attempts to write these words in their books. They formed the letters well, using capital letters and full stops, when writing about how the chicks got out of their eggs.
- Safeguarding is effective in the early years and welfare requirements are all met. Staff are well trained and understand how to keep children safe. Children show they feel safe through their attitudes and behaviour and are confident enough to speak to visitors.
- The early years provision is well led. Teachers' professional knowledge is strong and they provide children with carefully prepared learning experiences, which result in a learning environment that is overflowing with enthusiasm. There are very well-thought-through plans to make further improvements, in particular to develop the outdoor area as a place for children to extend their learning.

School details

Unique reference number	133328
Local authority	Stoke-on-Trent
Inspection number	10032590

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	393
Appropriate authority	The governing body
Chair	Gini Cotton
Executive Headteacher	Michelle Johnstone
Telephone number	01782 235 711
Website	www.etruscan.stoke.sch.uk
Email address	office@etruscan.org.uk
Date of previous inspection	22–23 April 2015

Information about this school

- The school is larger than the average-sized primary school.
- Early years provision is full time in Nursery and Reception.
- Most pupils are from minority ethnic heritages: an above-average proportion speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is above average. An average proportion of pupils are in receipt of an education, health and care plan.
- The proportion of pupils supported by the pupil premium is above average.
- The school meets requirements on the publication of specified information on its website.

- The school is part of a hard federation with two other schools: St Mark's Church of England Primary and Thomas Boughey Nursery Schools. The executive headteacher oversees all three schools.
- The school meets the government's current floor standards, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school runs a breakfast club.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. They observed learning in lessons. These included joint observations with the executive headteacher and head of school. In addition, inspectors listened to pupils read.
- Inspectors looked at examples of pupils' work and talked to them about their learning.
- Inspectors talked to parents as they brought their children to school and examined their responses to the online free-text survey for parents.
- 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 considered the views of staff that completed the online questionnaires.
- Meetings were held with a group of pupils, the chair of governors and members of the governing body, a representative from the local authority and school leaders.
- Inspectors looked at a wide range of school documents, including the school's own information on pupils' current and recent progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; and records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

Steve Nelson, lead inspector	Ofsted Inspector
Susan Hughes	Ofsted Inspector
Susan Blackburn	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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