



Waterhouses CofE (C) Primary School

Inspection Report

Unique Reference Number 124306
LEA Staffordshire
Inspection number 285562
Inspection dates 10 May 2006 to 10 May 2006
Reporting inspector Nick Pett AI

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

Type of school	Primary	School address	Waterfall Lane
School category	Community		Stoke-on-Trent
Age range of pupils	3 to 11		Staffordshire ST10 3HY
Gender of pupils	Mixed	Telephone number	01538 308356
Number on roll	83	Fax number	01538 308356
Appropriate authority	The governing body	Chair of governors	Reverend A J Burton
Date of previous inspection	19 January 2004	Headteacher	Mr Ian Shackleton

Age group	Inspection dates	Inspection number
3 to 11	10 May 2006 - 10 May 2006	285562

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small primary school serving a rural area. Pupils come from the full range of social and economic backgrounds, although the proportion of pupils eligible for free school meals is below average. When the youngest pupils start school their levels of knowledge and understanding are below those expected. The proportion of pupils with learning difficulties and disabilities is broadly similar to that found nationally. Most pupils are of White British heritage. Some parents move their children from the school at the end of Year 4 to secure entry to local middle and secondary school. There are no pupils in Year 6 currently. The headteacher has been in post since April 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school, confirming the school's view of itself. The effective progress made in the past year, following the appointment of the new headteacher, has improved pupils' progress, and their achievement is now satisfactory. Provision and standards in the Foundation Stage are satisfactory, but the outdoor space limits the opportunities for children's learning. Children are making satisfactory progress from their starting points and most reach the expected goals for learning by the time they start Year 1. Standards are average by Year 2, and pupils are making satisfactory progress. There are no pupils in Year 6. In Years 3 to 5, progress is gaining momentum and pupils' achievement is satisfactory.

Teaching is satisfactory and some of it is good. Assessment procedures are improving steadily, giving teachers and pupils a clearer understanding of how well they are doing, and they have made a good contribution towards eliminating underachievement. The school knows it needs to be more robust in using this information to support lesson planning, and give pupils clearer guidance on how to improve their work.

Pupils' personal development is good. The school's Christian ethos is evident in the support it gives its pupils. Pupils enjoy school, and their attendance, attitudes and behaviour are good. Relationships between pupils and adults are good. The curriculum is satisfactory, as is the level of care, support and guidance given to pupils. The involvement of parents is good. Leadership and management, including governance, are satisfactory, and developing well so that there is capacity for the school to continue to improve. Arrangements for monitoring and evaluating the work of the school are satisfactory. The procedures themselves are good and have highlighted the key priorities for improvement. However, the involvement of staff with whole-school responsibilities in this process is not yet effective. The school recognises that developing their roles is crucial to raising pupils' standards and achievement further. The school gives satisfactory value for money.

What the school should do to improve further

- Sharpen the assessment arrangements to raise pupils' awareness of their progress and ensure teachers plan work that consistently challenges the full range of ability in the class.
- Improve planning in the Foundation Stage, and develop the outside learning area.
- Improve the rigour with which developments are implemented and monitored through involving staff and governors more effectively

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory, and has improved since the last inspection. Attainment on entry to the Foundation Stage for the small number of children who join the school varies widely from year to year across all areas of learning. It is generally

just below average. Children make satisfactory progress and by the end of the Reception Year most reach the expected goals for learning for children of this age. Standards by Year 2 are average, and better than the national test results in 2005, which were below average and falling. Pupils underachieved in these tests. This improvement in standards reflects the better quality of teaching and the good response from the pupils towards their learning.

Pupils in Years 2 to 5 are making the best progress and their achievement is satisfactory. Boys and girls achieve equally well and the achievement of a minority group of gifted and talented pupils is satisfactory. Pupils with learning difficulties and disabilities make satisfactory progress. The small number of pupils in Year 6 taking the national tests in 2005 met their targets, which were reasonably challenging, and their achievement was satisfactory. There are currently no Year 6 pupils on roll. The school recognises that standards are not high enough and recent changes are beginning to challenge pupils to improve their progress and achievement further.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good, and their spiritual, moral, social and cultural development is satisfactory. Pupils are proud of their school and enjoy their learning. Attendance is good. Pupils behave well, feel safe at school and know exactly what to do if there is any anti-social behaviour, which is quickly dealt with. They have good attitudes towards their work. Pupils enjoy taking on additional responsibilities as they move through the school, such as monitoring the use of the school library. The school council takes its responsibilities seriously and their ideas to improve equipment in the playground have been implemented.

Pupils have a good awareness of how to stay healthy. They speak knowledgeably about the value of fruit and vegetables in a good diet and know the dangers of the misuse of drugs and alcohol. They show pride in the local community and contribute well to events, such as sharing musical activities with local residents. Pupils are developing satisfactory skills for their future economic well-being, especially in literacy, numeracy and information and communication technology (ICT), but there are few opportunities for them to make decisions about their work and to use their initiative in lessons. They take good advantage of opportunities to learn about international cultures and have a satisfactory understanding of religious and cultural diversity.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. The development of monitoring and evaluation systems and changes in the procedures for assessment are improving the quality of teaching and learning. Satisfactory attention is given to meeting the wide range of pupils' needs in mixed age classes but lessons are not always tailored well enough to

stretch all pupils. In some lessons, especially in the Nursery, Reception and Year 1 classes, pupils in the same year group work at the same task or activity. Whilst there is a clear distinction between the work completed by Year 1 pupils and children in the Reception Year, there is not enough challenge for potentially higher achieving children in either year group or enough support for those who find learning more difficult.

The best lessons are designed well to help pupils build on their previous skills and make very good use of the skilled teaching assistants. Pupils made good progress in a mathematics lesson in Years 3, 4 and 5 and in an English lesson in Year 2 because the work was well planned. An effective system has been introduced to share targets with pupils so that they know precisely what they need to learn next. In some classes, these targets are being implemented well and are leading to pupils making better progress, particularly in English. However, this approach is not used consistently in all classes and subjects. Marking is sound and homework is used well to support learning. Wall displays are very good, often containing questions for pupils to reflect on so that their learning is developed.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some good features. Good links are made between subjects, especially in literacy, through interesting topic work that is well planned and which pupils enjoy. The resources for ICT have been significantly improved and are used well, making a good contribution to pupils' achievement. Artwork on display shows that pupils engage in a wide range of activities. Curriculum planning in the Foundation Stage is satisfactory, but it is not precise enough to ensure that children learn new skills systematically. Not enough use is made of assessment information. All the areas of learning are covered and whilst indoor resources are good, the outdoor area is unsatisfactory.

The opportunities for pupils to discuss issues in 'circle time' and the personal, social and health education programme are used effectively to support pupils' well-being and their understanding of citizenship. Good use is made of visits and visitors to enhance the curriculum. The residential visits are extremely popular with older pupils, who talk enthusiastically about the exciting activities. Extra-curricular activities in sports and clubs, as well as music tuition, make a good contribution to pupils' personal development.

Care, guidance and support

Grade: 3

The care, guidance and support given to pupils are satisfactory, with some strengths. All adults are very committed and value the pupils, and there is a good atmosphere of mutual respect. Pupils' personal development is tracked well, but the monitoring of their academic achievement across all year groups, including the Foundation Stage, although satisfactory, does not ensure that pupils are clear enough on how to improve their work. Pupils are given good guidance on adopting healthy lifestyles. Health and safety procedures are thorough, as are risk assessments, and ensure that pupils are

safe. Child protection arrangements are satisfactory and training is planned to improve the skills of new staff. Links with the middle and secondary schools to which pupils transfer are good. Liaison with outside agencies to support pupils with learning difficulties and disabilities, and for curricular support, is good. Parents support their children well and provide significant funds for school resources.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has brought stability and given clear direction for improving the school since his appointment in April 2005. Evaluation of the school's performance is accurate but staff with whole-school responsibilities are not sufficiently involved in the monitoring and evaluation process. As a result, standards and achievement are not being driven up rapidly enough. The monitoring of teaching and learning by the headteacher is accurate and action plans to implement changes are robust. The school development plan comprehensively identifies the key priorities for improvement and governing body committees are monitoring progress with increasing effectiveness. Governance is satisfactory and the changes in membership of the governing body have brought new skills and greater potential to support school improvement. Parents are very happy with the school and the improvements taking place. Resources, including the support of the community and other agencies, are used effectively. Overall, the good approach already taken to address the school's priorities gives it the capacity to improve provision further.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us when we came to visit your school. We enjoyed the opportunities to talk to you. The school provides for your education satisfactorily and it also has some good points.

What we most liked about your school

You enjoy school and you are beginning to make better progress.

You behave well, and enjoy being given responsibility, especially in bringing your ideas to your school council.

You are making better use of computers in your work.

The headteacher, staff and governors are working hard to make improvements.

Your teachers and governors know what they need to do to make your school even better and we want them to carry on with the developments that they have already planned.

What we have asked your school to do now

Help you understand better how well you are doing and to improve the work that you are set.

Provide an outside space to give children in the Foundation Stage more learning opportunities.

Improve the way that staff and governors check how well the school is making changes for your education.

Thank you for being courteous and very helpful to us during our visit. We hope that you will all continue to do your best in making Waterhouses an even better school.