

**Beresford Memorial CofE (A) First School**  
Inspection report

---

|                                |               |
|--------------------------------|---------------|
| <b>Unique Reference Number</b> | 124340        |
| <b>Local Authority</b>         | Staffordshire |
| <b>Inspection number</b>       | 314894        |
| <b>Inspection date</b>         | 17 April 2008 |
| <b>Reporting inspector</b>     | Lois Furness  |

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

---

|   |                               |
|---|-------------------------------|
| <b>Type of school</b>                     | First                         |
| <b>School category</b>                    | Voluntary aided               |
| <b>Age range of pupils</b>                | 3-9                           |
| <b>Gender of pupils</b>                   | Mixed                         |
| <b>Number on roll</b>                     |                               |
| School                                    | 138                           |
| <b>Appropriate authority</b>              | The governing body            |
| <b>Chair</b>                              | Kevin Oliver                  |
| <b>Headteacher</b>                        | Susan Taylor                  |
| <b>Date of previous school inspection</b> | 9 November 2004               |
| <b>School address</b>                     | Novi Lane<br>Leek<br>ST13 6NR |
| <b>Telephone number</b>                   | 01538 483245                  |
| <b>Fax number</b>                         | 01538 483248                  |

---

|                          |               |
|--------------------------|---------------|
| <b>Age group</b>         | 3-9           |
| <b>Inspection date</b>   | 17 April 2008 |
| <b>Inspection number</b> | 314894        |

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and the following issues: the progress pupils make from their different starting points, how well teachers use assessment information to provide work that matches pupils' varying learning needs and how well subject leaders and governors are involved in self-evaluation and school improvement. Evidence was gathered from the school's self-evaluation, nationally published assessment data, records of pupils' progress, observations of parts of lessons, and the school's plans for further improvement. Discussions were held with staff, pupils and governors and the questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This is a smaller than average size first school providing provision for 26 part-time nursery age children. Almost all pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average, but the number eligible for free school meals is well above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where pupils thrive both academically and socially. Most parents are pleased with the school's work, and say that staff work hard to ensure their children learn in a friendly, welcoming and happy environment where they feel safe and secure. Pupils also have positive views. The comment 'this school is as good as it gets,' reflects how the majority of pupils enjoy school life. They say their teachers are kind and help them if they are worried or upset. Behaviour is excellent, and pupils are willing to help each other. They are very keen to take on extra responsibility, for example as school councillors. Pupils think the councillors do a good job, speaking enthusiastically about the improved playground facilities and the weekly opportunities for 'Golden time'. Attendance is broadly average, and the school works hard with pupils, parents and carers to encourage regular attendance. Pupils' outstanding personal development, along with good academic progress, puts them in a good position to make a successful start at the middle school and become good citizens of the future.

Children get off to a flying start in the Foundation Stage. Outstanding teaching ensures excellent progress, and by the end of Reception, the majority of children are working securely within the goals set nationally for their learning. By the time pupils leave in Year 4, they attain standards that match age related expectations. This shows good progress from when they first started in Nursery with levels of skills much lower than are usually found. Standards by the end of Year 2 are broadly average in reading and mathematics and above average in writing. The school has worked hard to raise writing standards, focusing particularly on improving spelling skills. There is no pattern in the school's results overtime that shows a weakness in any aspect of pupils' learning. However, the school's own analysis of assessment information has rightly identified that problem solving is a weaker aspect of mathematical development, and that pupils need more opportunities to use and apply their numeracy skills in other areas of the curriculum. All pupils, whatever their starting points, make good progress, and consequently achievement is good. Teachers use assessment information well to offer the right kind of support particularly for pupils with learning difficulties and/or disabilities, or those whose learning needs an extra boost. Pupils that are more able are catered for effectively, with additional activities planned for those who need extra challenges.

Purposeful activities, very positive relationships and the careful deployment of support staff are strong features of most lessons. Teaching and learning are good and regular assessments help teachers to find out what pupils have achieved. Pupils say learning is fun and enjoyable, and they are very positive about the academic guidance they receive. They understand not only when they have been successful, but also get good guidance about the next steps they should take to improve their work. Staff encourage a strong 'I can do' culture, enabling pupils to evaluate for themselves where and when they need further support. For example, Year 4 pupils confidently told their teacher which number facts they had difficulty in remembering.

Every opportunity is taken to ensure that pupils experience a good quality, interesting and stimulating curriculum. The acquisition of the Healthy School award and Sports Activemark shows the high priority given to promoting pupils' understanding of keeping healthy and safe. Pupils eloquently explain why eating sensibly is so important and how regular exercise is necessary to keep fit. They know not to speak to strangers and are aware of the dangers of drugs and smoking. There are a good number of visitors to the school, and many opportunities for pupils to go to places of interest and take part in a range of activities outside of school. These factors all help to contribute to the excellence of pupils' spiritual, moral, social and

cultural development. The care, guidance and support provided for pupils are good. All the recommended procedures for safeguarding them are in place and rigorously applied. The skilled support staff provide good encouragement and assistance so pupils with learning difficulties and/or disabilities are included in all lessons and achieve well. Very good procedures for assessing and tracking pupils' progress have been recently introduced. The school rightly identifies that fully embedding these procedures and making staff more accountable for the progress of their pupils is at the heart of improving standards further.

The headteacher provides very focused and determined leadership. Staff and governors share her vision and work successfully as an energetic and committed team to make things better for the pupils of this school. Monitoring and evaluation of the school's work is well focused, rigorous and accurate. Good leadership and management, alongside the good progress made since the previous inspection, show the school is well placed to go from strength to strength.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The excellent quality of teaching by the staff in the Foundation Stage gives children a very effective start to their education. As a result, most children are working securely within the goals expected for their age by the time they move into Year 1. A lively and stimulating curriculum, along with very warm and caring relationships, ensures that children settle quickly into school routines and greatly enjoy their learning. Planning is excellent and the careful match of tasks and activities results in them making very good progress. Achievement is excellent. There is a very strong emphasis on developing children's personal, social and emotional skills. This effectively develops their independence and confidence. Leadership and management are outstanding. Teachers and support staff work together closely to track children's progress and target appropriate interventions. There is strong support from parents, who appreciate the way their children are supported during the first two years of schooling. 'We are lucky that our children have such a wonderful start to their education!'

## **What the school should do to improve further**

- Extend the opportunities for pupils to use their problem solving and numeracy skills in different subjects of the curriculum.
- Embed the newly introduced systems for assessing how well pupils are learning to maximise pupils' progress and raise standards.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

## Inspection judgements

|  |                       |
|--|-----------------------|
| <b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b> | <b>School Overall</b> |
|--|-----------------------|

### Overall effectiveness

|  |     |
|--|-----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 2   |
| Effective steps have been taken to promote improvement since the last inspection   | Yes |
| How well does the school work in partnership with others to promote learners' well-being?  | 2   |
| The effectiveness of the Foundation Stage  | 1   |
| The capacity to make any necessary improvements  | 2   |

### Achievement and standards

|  |   |
|--|---|
| <b>How well do learners achieve?</b>   | 2 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress                              | 2 |

### Personal development and well-being

|   |   |
|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The extent to which learners adopt healthy lifestyles   | 1 |
| The extent to which learners adopt safe practices   | 1 |
| How well learners enjoy their education   | 1 |
| The attendance of learners  | 3 |
| The behaviour of learners   | 1 |
| The extent to which learners make a positive contribution to the community                                    | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

### The quality of provision

|   |   |
|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 |
| <b>How well are learners cared for, guided and supported?</b>   | 2 |

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

## Annex A

**Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |
| How effectively leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 2   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 2   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |



**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you so much for the warm welcome you gave me when I visited your school. I thoroughly enjoyed being part of your school community. You helped me to see why you enjoy coming to school so much. You answered all my questions thoughtfully. I particularly enjoyed seeing those of you in the Reception class taking part in the exciting 'deal or no deal' game. I wished I could have stayed longer!

Your school is a good one. You do well in your learning, and you are well prepared for going to the middle school at the end of Year 4. All the adults care a great deal about you. I was pleased to hear that you know that there is always someone to help you if you have a problem. Your teachers give you lots of encouragement to do well and to grow in confidence. You are kind and caring, and your parents should be proud of you, as your behaviour is excellent. It was good to hear about how keen you are to help make your school a happier, safer and healthier place to learn, by being school councilors for example. You get lots of chances to take part in fun and exciting activities, go on trips and join clubs. It is little wonder that you enjoy school, and that your parents and carers are pleased with the school.

- Your headteacher leads the school very well and all the staff and governors are working very hard to make things even better for you. Because they are good at this, they have found out that there are a few things that would make your school even better. So your headteacher is going to make sure that:
  - you have many opportunities to practise your problem solving and numeracy skills in lots of different subjects, such as science, history, geography and design and technology
  - the new ways for checking how well you are learning are used to make sure that you all progress as well as you can.

Once again, many thanks for all your help. It was lovely meeting you all and I hope you keep on working hard and enjoying school.

18 April 2008



Dear Children

**Inspection of Beresford Memorial C of E First School, Leek, ST13 6NR**

Thank you so much for the warm welcome you gave me when I visited your school. I thoroughly enjoyed being part of your school community. You helped me to see why you enjoy coming to school so much. You answered all my questions thoughtfully. I particularly enjoyed seeing those of you in the Reception class taking part in the exciting 'deal or no deal' game. I wished I could have stayed longer!

Your school is a good one. You do well in your learning, and you are well prepared for going to the middle school at the end of Year 4. All the adults care a great deal about you. I was pleased to hear that you know that there is always someone to help you if you have a problem. Your teachers give you lots of encouragement to do well and to grow in confidence. You are kind and caring, and your parents should be proud of you, as your behaviour is excellent. It was good to hear about how keen you are to help make your school a happier, safer and healthier place to learn, by being school councilors for example. You get lots of chances to take part in fun and exciting activities, go on trips and join clubs. It is little wonder that you enjoy school, and that your parents and carers are pleased with the school.

Your headteacher leads the school very well and all the staff and governors are working very hard to make things even better for you. Because they are good at this, they have found out that there are a few things that would make your school even better. So your headteacher is going to make sure that:

- you have many opportunities to practise your problem solving and numeracy skills in lots of different subjects, such as science, history, geography and design and technology
- the new ways for checking how well you are learning are used to make sure that you all progress as well as you can.

Once again, many thanks for all your help. It was lovely meeting you all and I hope you keep on working hard and enjoying school.

Yours faithfully

Mrs L Furness  
Lead inspector