

# Waterhouses CofE (C) Primary School

## Inspection report

<b>Unique Reference Number</b>	124306
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	328104
<b>Inspection date</b>	26 June 2009
<b>Reporting inspector</b>	John Horwood

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	80
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roy Morley
<b>Headteacher</b>	Ian Shackleton
<b>Date of previous school inspection</b>	1 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Waterfall Lane Waterhouses Stoke-on-Trent ST10 3HY

<b>Age group</b>	3–11
<b>Inspection date</b>	26 June 2009
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**Telephone number**

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is a small primary school situated in a rural location within an area where education is predominately provided by a three-tier system of first, middle and high schools. Numbers within the upper year groups are traditionally small as pupils often transfer to a middle school to develop friendship groups. Nearly all pupils are from a White British background. The percentage of pupils known to be eligible for free school meals is well below the national average. The number of pupils who have learning difficulties and/or disabilities is also below the national average. The Early Years Foundation Stage provision is provided in a combined class for reception age children and those of nursery age who attend in the mornings. Some after-school activities are provided by a private provider.

## 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. Progress made since the last inspection has been rapid under the outstanding leadership provided by the headteacher supported by an outstanding governing body. The areas for development identified at the last inspection have been significantly improved. The rate of progress achieved by pupils has increased and the school has attracted more pupils into the upper year groups. Leadership and management overall are good. Leaders at all levels have worked hard to improve the effectiveness of the school. Nonetheless, though they are all now given management time to carry out their duties there has been insufficient time for their full impact to be seen. Improved teaching and monitoring systems have enabled pupils in some year groups to make outstanding progress during the last year. This demonstrates the school's outstanding capacity to improve further. Parents are very appreciative of what the school provides. Many made positive comments about the welcoming ethos of the school and how much their children enjoy school. Pupils say they enjoy school because lessons are interesting. The school makes a good contribution to community cohesion and pupils develop a caring understanding of the world in which they live.

Pupils generally join the school with skills close to the expected levels for their age although in some years they are lower. They make good progress throughout the Early Years Foundation Stage and Key Stage 1. Provision in the Early Years Foundation Stage is good but limited resources restrict opportunities for children to develop independence through creative play. Results in the Year 2 national tests in 2008 were above average. Boys' writing was exceptionally good but this appears to be specific to that cohort. Statistical data for Year 6 results in past years are not meaningful as there were only one or two pupils. Pupils currently are all working at standards above those expected for their age and are making at least good progress. There are no variations between subjects or between different groups of pupils. As a result of the good teaching and learning, work planned in lessons is well matched to pupils' needs to ensure that all groups of pupils are appropriately challenged. Clear timescales for activities are not always identified within lessons and the pace of lessons is therefore not always as great as it could be. This means that although pupils make good progress they are not always challenged to make as much progress as they are capable of. Pupils are aware of their targets and marking of their work is regular and tells them where they have gone wrong and how to improve. The outstanding curriculum engages pupils through interesting and enjoyable activities. Information and communication technology is used effectively to support learning. For a small school the range of extra-curricular activities is extremely large and varied, and they enrich pupils' learning and personal development.

Pastoral care is outstanding and safeguarding requirements are met. The school's strong links with external professionals such as specialised agencies contribute to the excellent support for pupils who find learning difficult. Pupils behave extremely well and are exceptionally aware of how to keep themselves safe. Attendance is above average and pupils thoroughly enjoy all aspects of school. Pupils make a good contribution to the community, choose healthy food and drink and take part in sport with enthusiasm. The high levels of basic skills they acquire, as well as their outstanding personal development, ensure that their preparation for their next stage of education is excellent.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The provision is led and managed well. The children get off to a good start, and the well-established routines help them feel safe and well cared for. As well as being extremely caring the staff are friendly and approachable and there is a strong sense of teamwork. This ensures that the needs of the children are met consistently well. Very good relationships help children to grow in confidence and build on their previous experience. Children make good progress and at the end of Reception standards are above those expected for their age. Their personal development is given a successful emphasis, particularly those with emotional difficulties. Equally, children's early literacy and numeracy skills are promoted well. Teachers are good at teaching new skills while providing many opportunities for children to develop their independence through purposeful play. They use information on how well children are doing to plan work that is both interesting and stimulating, particularly in physical activities through the 'leap into life' programme. Nevertheless, the limitations in the resources make it difficult for teachers to provide as many opportunities as they would like to enable children to develop independence through creative play. The development of this area is a key element of the department's improvement plan. The curriculum is imaginative and well planned ensuring children's enjoyment.

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

- Raise standards by increasing the pace and challenge provided for pupils in lessons so they make greater progress.
- Improve resources in the Early Years Foundation Stage to give children more opportunities for creative development.

## **Achievement and standards**

### **Grade: 2**

Standards in Years 1 to 2 have been rising steadily in recent years and by the end of Year 2 are above average. Pupils achieve well in relation to their starting points. The current Year 2 pupils are only working at broadly average standards even though they have made good progress from their lower entry point. Good progress is consistently demonstrated in lessons and pupils' work. Progress in recent years within Key Stage 2 has been at least satisfactory and often good but there have been very few pupils. The pupils currently in Year 6 are working at standards well above national averages as a result of having made very good progress. The school's data indicate pupils' progress is at least good and in the last year many pupils have made even greater progress than before. The progress made by all pupils is the same because teachers know the pupils well and provide good support for each pupil. Progress is similar in English, mathematics and science. Pupils with learning difficulties and/or disabilities make similar progress in lessons because of good support by teaching assistants. The more-able pupils are making similar progress to their classmates although all pupils could make better progress if they were consistently more challenged.

## **Personal development and well-being**

### **Grade: 1**

Pupils' behaviour throughout the school is excellent and this contributes to their outstanding enjoyment whilst they are at school. The development of their spiritual, moral, social and cultural

awareness is good. This is evident through the very good relationships and their respect for others. Attendance is above average. Pupils know a lot about how to keep safe and who to talk to if they have any problems. Pupils say bullying is rare and they are confident it will be dealt with quickly. They eat healthily during the day and are aware of what choices they should make at lunchtime and with their snacks. This has contributed to the school being awarded Healthy School status. Children make a good contribution to the school and wider community. In school they enthusiastically take on responsibilities such as being school councillors and playground buddies. They take part in many activities to raise money for charities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is consistently good because all the staff have high expectations and work hard to raise standards. Pupils want to learn and pay attention in lessons. They are encouraged to reflect on their learning and to work collaboratively. Teachers have very good subject knowledge and explain things clearly so that all pupils understand. Lessons are made interesting and enjoyable although pupils are not always sufficiently involved with the use of the interactive whiteboards during the direct teaching part of the lesson. Challenging timescales are not always given to stimulate the pace of learning. Teachers make good use of the much improved assessment systems and they are very aware of the abilities of all the pupils. Thorough planning ensures that the needs of pupils are met and work is well matched to each pupil's age and ability. Sometimes the pace and challenge is not maintained throughout the lesson. Teachers mark pupils' work regularly with helpful comments and make good use of stickers to identify good work and success in achieving targets. The more-able pupils are given extra challenge to encourage greater progress. Learning objectives are shared with pupils who are aware of their targets and at what levels they are working. Teaching assistants provide good support for those who need additional help.

### **Curriculum and other activities**

#### **Grade: 1**

The outstanding curriculum as well as being broad and balanced provides many exciting opportunities, such as in music and sport. Provision for modern foreign languages is also extensive for a small school. The principles of 'building learning power' have been introduced into the classrooms and these are used consistently by teachers. Parents commented how pleased they are with the interesting project work their children carry out. Opportunities are taken to interact with other schools and these make the curriculum exciting for the pupils and make a significant contribution to their awareness of the community outside the school. Pupils also gain an understanding of the community through adults who visit school to lead assemblies or talk to classes. Comprehensive individual plans are provided for those with learning difficulties and/or disabilities to ensure they get the support they need. The provision for personal, social and health education is excellent and pupils are made aware of health and safety issues.

### **Care, guidance and support**

#### **Grade: 1**

There is a strong Christian and community ethos and caring staff ensure pupils are well looked after. Child protection and all safeguarding procedures are securely in place. There are very

good systems for managing behaviour and monitoring attendance. All staff work well to ensure all pupils are included in activities. Academic guidance is outstanding because of the small class sizes and the effective use of targets to raise standards. The marking of pupils' work gives good guidance on how to achieve these targets. Very good relationships ensure that pupils do ask for help and this is given willingly by the teachers. Pupils with learning difficulties and/or disabilities are very well supported through experienced staff supported by external agencies. This has contributed to the school being awarded the full Dyslexia Friendly Award. There are strong links with local nursery, middle and high schools. These links help to ensure a smooth transition between phases. Communications with parents are good, ensuring staff and parents work together to support the pupils.

## **Leadership and management**

### **Grade: 2**

The headteacher provides outstanding leadership and senior leaders share his vision of improving the school to give pupils the best opportunities. Areas identified as needing improvement at the last inspection have all been fully addressed and all aspects of the school's work have improved significantly. An increasing number of pupils are now continuing their education to the end of Year 6 and several parents expressed disappointment that pupils could not continue in the school to transfer directly to the high school for Year 9. Accurate self-evaluation shows that leaders fully understand the school's strengths and areas for development. Governors are enthusiastic and have a wide range of skills and use these exceptionally well to support and challenge the school in its performance. Their direct involvement with the staff and the pupils is exceptionally high. Leaders and managers have a good understanding of what is needed to promote community cohesion. They have identified what needs to be done to support the pupils and the community and introduced good links with other schools and organisations. They also monitor curricular and extra-curricular activities to give pupils the opportunities to experience and understand other faiths and cultures. The impact of their actions is well monitored and all aspects of community cohesion are well addressed. Subject leaders are developing their skills of management but have not yet impacted fully on raising standards. Opportunities for creative development in the Early Years Foundation Stage are restricted because funding has not been forthcoming.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## 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	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	1
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**

29 June 2009

Dear Pupils

Inspection of Waterhouses C of E (C) Primary School, Stoke-on-Trent, ST10 3HY

Thank you for welcoming us to your school. We enjoyed talking to you, looking at your work and seeing how your school is helping you learn. We were impressed by how well you behave and how polite you are to visitors.

Your school is providing you with a good education. These are some of the things we liked best.

- You greatly enjoy being at school and find your lessons interesting.
- You behave extremely well and develop excellent personal skills.
- The staff care about you and look after you very well.
- Relationships throughout the school are very good.
- You make at least good progress in your learning.
- Your headteacher and governors provide excellent leadership.

In order to improve the school further, we have asked the headteacher, staff and governors to do these things.

- Increase the pace and challenge within lessons so that you can make even more progress and reach higher standards in all subjects.
- Improve the resources in the Early Years Foundation Stage to give children more opportunities for creative development.

You can help the school by continuing to work hard. We wish you all the best for the future.

Yours faithfully

John Horwood

Lead inspector