

# Tittensor Church of England First School

## Inspection report

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<b>Unique Reference Number</b>	124279
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	340530
<b>Inspection dates</b>	18–19 November 2009
<b>Reporting inspector</b>	Rashida Sharif HMI

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

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<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Hamrouge
<b>Headteacher</b>	Mrs Sally-Ann Smith
<b>Date of previous school inspection</b>	7 June 2007
<b>School address</b>	Beechcliffe Lane Tittensor Stoke-on-Trent
<b>Telephone number</b>	01782 372539
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited eight lessons, and held meetings with the chair of governors, staff and groups of pupils. They observed the school's work, and looked at a range of documentation including scrutiny of pupils' work. Inspectors analysed 50 parental questionnaires plus questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' overall progress, and in particular their progress in literacy and numeracy
- the extent to which the school ensures that no pupil is left behind, particularly boys and those with special educational needs and/or disabilities
- whether teaching uses assessment effectively to inform lesson planning and optimise outcomes for all pupils
- the effectiveness of leadership and management at all levels in sustaining outcomes for all pupils
- the capacity of the senior leadership and governors to bring about further sustained improvements.

## Information about the school

The great majority of the pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is well above the national average. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils from minority ethnic groups and those for whom English is an additional language is well below the national average. The school has achieved its Healthy Schools and Bronze Eco-School awards and has Extended School Status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils achieve well and by the end of Year 4 standards are above those expected nationally. The headteacher and the subject coordinators have improved their gathering of robust assessment data for individuals and groups of pupils. This is now being used well by the subject coordinators and teachers to inform their planning and set precise targets that pupils understand.

Children in the Early Years Foundation Stage settle quickly and make good progress in their learning and development from a low base. This good progress continues into Key Stage 1 and Years 3 and 4. Pupils' attainment by the end of Year 2 and 4 is above average in reading and mathematics but average in writing. Pupils with special educational needs and/or disabilities make satisfactory progress because teachers do not always plan their lessons to meet their specific learning needs.

The school's motto, 'caring for one another as we grow and learn together' is clearly evident throughout the school. There are good relationships between adults and pupils and a particular feature of this rapport is the mutual respect witnessed between pupils and staff. Pupils say they feel safe and feel free from bullying and harassment of any sort. They know that staff care for them and know who to go to if they need any help. As one pupil commented 'I like school, it is fun and teachers are helpful'. Pupils have a good understanding about healthy eating and how to keep fit. School meals and snacks encourage pupils to eat healthily and the wide range of physical activities during and after school are popular with both boys and girls. Pupils readily take on responsibilities and are eager to be involved in the school council. Pupils enjoy attending school but there is a very small minority of pupils whose attendance is consistently well below average. The school is aware of this and has been actively involved with a range of agencies and parents to encourage children to attend school but with limited lasting effect. Pupils show a great deal of interest in the world around them, their place within it and their relationships with others. However, there is limited evidence of the school developing this interest or its links with the wider community in promoting community cohesion beyond the school. Most aspects of pupils' spiritual, moral, social and cultural development are good but the relatively weaker area is their awareness of cultural diversity in Britain and beyond their immediate locality.

Good teaching and a good curriculum help pupils to achieve well. Leaders are aware that pupils and particularly boys do not always make the best possible progress in writing because they do not have opportunities to use their skills to write extended pieces of work. Many also find it difficult to develop their ideas in well structured sentences and paragraphs and do not develop their writing skills in lessons other than literacy. Marking is regular but it does not always tell pupils what they need to do to

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further improve their work. The good practice that exists is not always shared with all staff. The headteacher and the governors have an accurate view of the school and are fully aware of the strengths and areas for further development including attendance and community cohesion. In all areas requiring improvement, effective action is either being taken, or plans are in place to do so soon. This and the continued, shared, accurate and determined focus show that the school has good capacity to sustain improvement.

**What does the school need to do to improve further?**

- Raise attainment in writing by:
  - ensuring that teaching is consistently effective in helping pupils, particularly boys, to develop their writing skills across all subjects
  - ensuring that marking in books provides clear guidance for pupils on how to improve their work.
  - Improve teaching further so that it is consistently good and outstanding by sharing good practice that already exists within the school.
  - Increase the rate of progress made by pupils with special educational needs and/or disabilities by ensuring that teachers plan their lessons to meet the specific learning needs of these pupils.
  - Extend the promotion of community cohesion by forging stronger links with more culturally diverse schools in Britain and in other parts of the world.

**Outcomes for individuals and groups of pupils****2**

Pupils arrive at school with skills and abilities which are below those typical for their age. Pupils make good progress given their original starting points and their overall attainment is above average at the end of Year 4. Standards in reading and mathematics in Year 4 are well above average but average in writing. The 2009 unvalidated national test results for Year 2 indicate that standards are above average with some variation between subjects. For example, reading and mathematics is well above average and writing is average. Progress made by pupils does vary. For example, in the lessons observed, pupils made good progress in reading, mathematics and science but their progress in writing was satisfactory. While pupils with special educational needs and/or disabilities make satisfactory progress their rate of learning is not as quick as some other pupils. Pupils develop a good range of skills and many are confident in solving problems independently. Examination of workbooks showed that although most pupils present their work well many find it difficult to develop their ideas in a well structured way.

Pupils say that they feel safe at school at all times. They are confident that if any bullying were to occur it would be dealt with promptly and effectively. Pupils' good behaviour and attitudes creates a positive learning environment and mutual respect between adults and between pupils. Pupils have a good understanding of how to lead a healthy lifestyle and many adopt this with enthusiasm, as one Year 1 pupil said, 'I like

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eating bananas because they are good for you'. Pupils value their school community and undertake responsibilities willingly and carry them out successfully, for example the nursery children and those in Reception take their class register to the office. Pupils in Year 4 were particularly excited about their forthcoming involvement in the county's 'Lets get cooking' competition where they have to create and cook a healthy cake. Pupils' spiritual, moral, social and cultural development is good, although their understanding of different cultures is less well developed. Attendance for the vast majority of pupils is at least satisfactory. However, a very small number of non-attenders bring the overall attendance figure down. The school is also taking appropriate steps to encourage a small number of pupils and their parents to avoid taking holidays during term time.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The well-balanced curriculum makes a good contribution to pupils' academic progress and their personal and social development. Provision is enhanced through a range of extra-curricular activities, some taught by others from outside the school. For example,

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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tag rugby is taught by a specialist sports teacher. Pupils in Year 4 enjoyed going to the local school to see a play in French entitled Le Chateau as part of their project on Tudors. They were excited about being able to understand the play and being able to say a few words in French. The activity helped to further pupils understanding of linguistic and cultural diversity. There are well established lunch time and after-school clubs attended by significant numbers of pupils, of which parents are very appreciative. Teachers generally make lessons varied and interesting. Teachers have no difficulty in engaging pupils in their learning because they are very well behaved and are enthusiastic about what they have to do. Pupils in Year 4 mathematics particularly enjoyed the challenges in working out the properties of two-dimensional shapes and the more able were able to create their own shapes with confidence. There is a tendency by some teachers to do some of the work for the pupils and dominate the lesson by spending too much time giving lengthy introductions causing some pupils to become restless.

Assessment is used well to plan appropriate challenges for most pupils. However, planning for those with special educational needs and/or disabilities does not sufficiently identify what additional or different work is needed for them, so they make satisfactory rather than good progress because their needs are not fully met.

Care systems are well organised and staff carry their roles out diligently. The school is effective in promoting a nurturing, caring atmosphere in which the adults know the pupils well and where pupils are encouraged to care for themselves and each other. Those with emotional and social difficulties are supported well. The school actively involves a range of outside agencies to support both the pupils and their families.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has an accurate understanding of the school's main strengths and areas for further development. This was evident during the series of joint lesson observations, scrutiny of pupils' work and her engagement with the inspection process. She works well with her two coordinators. Together they have developed good systems for tracking pupils' progress. This data is now beginning to be used effectively to inform teaching so that the needs of most pupils are met.

Governors regularly visit the school to offer their support and keep abreast of what is

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happening and are fully committed to the school. They offer both support and challenge and are aware that there is much still to do, for example to further improve attendance and boys' attainment in writing. Parents feel listened to and find that their views are taken into account. The school makes good efforts to engage with parents at all levels. For example, a number of parents are parent helpers.

Community cohesion is well developed within the school and local community, especially through the school's links with the nearby high school and through charitable fund raising. Awareness of communities outside Tittensor is less well developed. While links further a field are satisfactory, they are not strongly embedded in the curriculum nor are they evaluated for their impact on the wider community. Plans to help pupils to develop a better awareness of living in a multi-cultural society are at an early stage of development. The school promotes equalities satisfactorily by tracking the gap in performance of all groups of pupils. For example, it closely tracks the progress of pupils with special educational needs and/or disabilities and knows their needs are not always fully met. The school is also aware that boys are doing less well than girls, particularly in writing. All safeguarding regulations and duties are met and arrangements and policies for safeguarding are in line with government requirements and systematically reviewed. There have been no reported incidents of racial harassment and bullying.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children enter the Early Years Foundation Stage part time with skills that are below the nationally expected levels, especially in literacy. They make good progress by the time they move into Year 1 because teachers and other adults encourage and challenge them



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at all levels. Children settle quickly and readily engage in a good range of activities within a stimulating environment. Activities are carefully planned to include a wide range of stimuli, including examples of written language and numbers. Adults use the recent assessment of children's needs to support learning across all areas of the curriculum. Children relate well to each other and to the adults that work with them. Careful management of behaviour results in inquisitive children who are eager to share their achievements. As one boy said to the inspector 'We're making Christmas cards for mums and dads, you will come back and see it when we finish?' They play well, both independently and under the direction of adults, sustaining good levels of concentration. They are beginning to develop good independent skills. For example, they move from one activity to another with ease, readily use a range of resources and tidy away afterwards. The phase is well led and managed. Assessment of children's progress provides a good overview of their development. However, the system in place for those who are part time is new and not fully established.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Fifty parents and carers responded to the inspection questionnaire. The views expressed of the school were very positive. Several parents wrote comments praising specific aspects of the school's work, including the care, support and guidance offered to their children. All the parents identified that their children are happy at school and that healthy lifestyles are promoted well. Parents and carers are particularly appreciative of the after-school activities and are actively involved in the life of the school. For example, parents have arranged a 'walking bus' scheme where children are picked up from a central point and walk to school to reduce the congestion around the school and to help pupils keep fit.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tittensor Church of England First School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 75 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	83	8	17	0	0	0	0
The school keeps my child safe	36	77	10	21	0	0	0	0
The school informs me about my child's progress	37	79	9	19	0	0	0	0
My child is making enough progress at this school	37	79	7	15	1	2	0	0
The teaching is good at this school	37	79	9	19	0	0	0	0
The school helps me to support my child's learning	32	68	13	28	1	2	0	0
The school helps my child to have a healthy lifestyle	36	77	10	21	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	74	9	19	0	0	0	0
The school meets my child's particular needs	33	70	11	23	2	4	0	0
The school deals effectively with unacceptable behaviour	32	68	12	26	1	2	0	0
The school takes account of my suggestions and concerns	28	60	16	34	1	2	0	0
The school is led and managed effectively	36	77	9	19	0	0	1	2
Overall, I am happy with my child's experience at this school	37	79	8	17	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 November 2009

Dear Pupils

Inspection of Tittensor CofE First School, Tittensor, ST12 9HP

Thank you for your welcome when we visited your school recently. You showed us how well behaved you are and that you are sensible and responsible. We also found you to be very helpful. We were able to find out a lot about your school and how well you are doing and how much you enjoy school because you were confident in sharing your ideas and opinions.

We found that most of you are doing well and you have a good understanding of how to keep healthy and how to keep safe. You told us that you think adults in the school help and look after you well and that if you have any concerns you know who to go to for help. Your parents and carers, and lots of you told us that they think your school is a good school. Inspectors agree. You learn well and by the time you get to the end of Year 4, your skills and knowledge are developed well. This is because adults teach you well. You do really well in mathematics and reading but some of you do not do as well in writing. You told us that you enjoy the many clubs that you have during lunchtime and after school. Pupils in Year 4 were particularly excited about their forthcoming involvement in the county's 'Lets get cooking' competition where they have to create and cook a healthy cake.

The headteacher and other staff have good plans and know what to do to improve your school. To make it even better we have asked them to make the teaching better, to help you improve your writing even more and when teachers mark your books to make sure you know what you need to do to improve your work. We have also asked staff to make sure that those who need different work in lessons are given this. They are going to help you to become more aware of the different types of cultures that exist around Britain and the wider world.

You too can help by attending school regularly and asking teachers for help if there is anything you do not understand.

Thank you again for all your help and we wish you all the very best for the future.

Yours sincerely

Rashida Sharif

Her Majesty's Inspector

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