

Haughton St Giles CofE (C) Primary School

Inspection report

Unique Reference Number	124301
Local Authority	Staffordshire
Inspection number	340536
Inspection dates	7–8 July 2010
Reporting inspector	Susan Walsh

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Mrs Penny Lock
Headteacher	Mrs Tracey Cook
Date of previous school inspection	30 January 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited twelve lessons taught by six teachers, and held meetings with governors, pupils and staff. They observed the school's work including the school improvement plan and samples of pupils' work, and analysed responses to 41 parental questionnaires.

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

- the impact of staff turbulence on leadership and management and outcomes for pupils
- current rates of progress and levels of attainment in Key Stage 2, particularly that of boys and of more able pupils in mathematics and science
- the quality of teaching in Key Stage 2, including support for those who find learning difficult and the level of challenge for more able pupils
- the quality of the school's self-evaluation.

Information about the school

The school is smaller- than- most primary schools. Few pupils are known to be entitled to free school meals. The proportion with special educational needs and/or disabilities is below average. A small proportion of pupils from a neighbouring infant school join the school in Year 3 and other pupils also join the school late. There have been several changes to staff since the last inspection, including within the leadership team, and some prolonged absence covered by temporary staff. The school has just gained Dyslexia Friendly status. There is part-time Nursery provision managed by the school for children aged three to four. On-site child care is managed by a private provider and is inspected separately.

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?

3

The school's capacity for sustained improvement

2

Main findings

Houghton St Giles Primary School provides a satisfactory education for its pupils. The school has been through a difficult time when staff turnover and absences slowed the rate of improvement but the hard work and dedication of the staff, especially the headteacher, has been pivotal in ensuring that the impact on pupils' well-being has been minimised. Timely action has ensured that the school is back on track and is rapidly improving in many aspects of its work. The school provides a warm and friendly environment where pupils feel happy and safe. Relationships are good and pupils grow in confidence and maturity as they move through the school. As a result, behaviour is good and the pupils are thoughtful, polite and well mannered.

Children get off to a good start in the Nursery and Reception class. They usually join Year 1 with skills that are above those expected for their age. Pupils' progress through Key Stage 1 and 2 although satisfactory is uneven, with pupils making better progress in some classes than others. Levels of attainment at the end of Year 6 dipped to average over the past two years but the good quality teaching provided in Years 5 and 6 has helped to boost attainment back to above average with a significant improvement in the proportion of pupils working at the higher Level 5, particularly in mathematics. Although the quality of teaching is improving it is still inconsistent. There are lessons that are well structured and lively, resulting in a good pace to learning, but there are some lessons that move along more slowly and where the work is not consistently well matched to pupils' needs. This occasionally results in lack of challenge for the most able and misunderstandings for those who find learning hard. Teachers' expectations of presentation are variable, being particularly high in Year 6 and less demanding in lower Key Stage 2. Teachers' marking is not always accurate and does not consistently tell pupils how to improve their work. The use of academic targets is underdeveloped in the classroom and only in a minority of year groups are pupils taking sufficient responsibility for their own learning.

The headteacher's ambitious vision and high expectations are effectively shared with leaders at all levels including governors. Staff turnover and absence have been managed effectively. Staffing has been stabilised and new leaders and managers have got to grips with their roles very quickly. The headteacher knows the school's strengths and weaknesses very well and other leaders also have a very good understanding of exactly where the school needs to make improvements. This contributes to the school's good capacity for further improvement. Although pupils' spiritual, moral, social and cultural development is good overall, their cultural development is relatively weaker. Both pupils and staff recognise that pupils do not have sufficient depth of understanding regarding cultural diversity in the United Kingdom as their experience in this respect is relatively

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limited.

What does the school need to do to improve further?

- Address inconsistencies in the rates of pupils' progress by:
 - ensuring that all lessons move along at a good pace
 - making certain that all teachers have consistently high expectations of the quality of pupils' work.
- Make better use of assessment by:
 - making certain that work is always carefully matched to pupils' needs
 - ensuring that marking is always accurate and makes pupils fully aware of how to improve their work
 - using academic target-setting more effectively in the classroom to provide pupils with ample opportunity to understand and take some responsibility for their own learning.
- Enhance pupils' understanding of the diversity of cultures in the United Kingdom by providing more opportunities for pupils to meet others from backgrounds different to their own.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection

Outcomes for individuals and groups of pupils

3

Pupils make good progress in Key Stage 1 and reach well above average standards at the end of Year 2 particularly in writing. The school identified that attainment at the end of Key Stage 2 was falling due to staffing issues and pupils' progress was slowing in lower Key Stage 2. Improvements to the quality of teaching in lower Key Stage 2 mean that progress is starting to accelerate, particularly in Year 4. Pupils are making good progress in Years 5 and 6 and are catching up with where they should be. As a result attainment is rising. Unvalidated test results and pupils' current work indicate that, by the end of Year 6 attainment is above average, with an above proportion of pupils working at the higher Level 5 in English and mathematics. This reflects teachers' very high expectations of the quality of content and presentation of pupils' work observed in Year 6. Some very mature and reflective pieces of writing were seen including very good quality pieces of work about World War 2. Those who join the school late make the same satisfactory progress as other pupils. The progress of pupils with special educational needs and/or disabilities is also satisfactory. When they experience good teaching they make good progress but a small number of boys with special educational needs and/or disabilities have fallen behind because they have not consistently experienced teaching that meets their individual needs.

Pupils are emphatic that there is no bullying in school and say that any minor fallings-out are quickly resolved with the help of staff. Strong moral values are reflected

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in their good behaviour. Relationships are particularly good and by the end of Year 6 there is a very grown up atmosphere in class because pupils obviously like and respect each other and their teachers. Pupils really enjoyed their recent visit to the faith trail in Derby but know that more needs to be done to develop their awareness of the cultural diversity present in the United Kingdom. Pupils are knowledgeable about what they need to do to keep fit and healthy and are keen to put that knowledge into practice. Older pupils often support younger pupils and many are enthusiastic about improving the school and the local environment. Pupils are aware that the school council is not as active as it was previously and would like to have a more effective voice in school. Pupils are very confident about moving on to secondary school saying, 'I feel ready for it'. Their regular attendance at school combined with self-belief, positive attitudes and a strong work ethic means they are well prepared for the future.

These are the grades for pupils' outcomes

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

How effective is the provision?

Where teaching is good, lessons are well organised. Able pupils respond well to a good level of challenge and the work set for those who find learning more difficult helps these

¹ 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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pupils to succeed. In these lessons teachers have good questioning skills that are used both to develop pupils' understanding and to check on their learning. However there are lessons where the pace of learning is slower. This is due to a variety of factors including organisational issues, variations in expectations and the work not being matched carefully enough to pupils' needs. In the very best lessons pupils are encouraged to take responsibility for their own learning and to recognise where they can improve their work. This results in a sense of healthy competition and a real determination to reach the highest standards. However, this good practice is not consistent throughout the school and in most classes limited use is made of setting individual academic targets for pupils. Teachers' marking is also inconsistent in quality and can sometimes offer unwarranted praise rather than clearly helping pupils to improve their work. Teaching assistants make an important contribution to supporting pupils' learning and are skilled at helping those pupils who find learning challenging both during the introductions to lessons and when pupils are working independently.

The curriculum provides an exciting range of meaningful topics that enthuse pupils. Good links are made between subjects, for example, between English, history and science and mathematics and science. The school has been particularly successful at implementing topics which hold the attention of boys whilst not forgetting the interests of girls. Visits are also used well to support learning, for example, a visit to an air museum fired pupils' interest in the World War 2 topic. The provision for information and communication technology has improved significantly since the previous inspection and the school places a good emphasis on developing pupils' skills in numeracy and literacy. Work with the local sports partnership and the local high school expands pupils' opportunities for involvement in sport and learning a foreign language.

Good quality care, guidance and support results in pupils feeling safe and secure and making good progress in their personal development. Care for potentially vulnerable pupils, particularly those with medical requirements, is good. Pupils with special educational needs and/or disabilities receive good quality personal support. Individual education plans for these pupils are of high quality and contain very specific and measurable targets and clear strategies to help pupils progress. However, occasionally, these well laid plans are not fully implemented in the classroom. The needs of dyslexic pupils have been carefully considered resulting in improved provision for these pupils. Good transition arrangements mean that pupils feel extremely positive about moving on to secondary school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

Pupils' progress is carefully assessed and tracked and as a result, the school has been able to pinpoint exactly where it needs to improve. The successful delegation of management roles means that leadership and managers in the school are able to hone their skills and make an important contribution to self-evaluation and school improvement. For example, the new science coordinator is already taking steps to boost the progress of more able pupils in science lessons by improving the curriculum and the match of work to pupils' needs. Although staffing has been strengthened the school knows it still has more to do to improve the consistency of teaching quality across the school.

Governance has improved substantially since the previous inspection. Governors are now more involved in the school. They are well informed and are able to provide the school with effective challenge. Safeguarding procedures are satisfactory and governors and staff have already made improvements regarding the grounds and have tightened up aspects of record keeping. Good partnerships, especially those with the local authority, have supported improvements, especially to progress in mathematics and developments in the Early Years Foundation Stage. The school's commitment to promoting equal opportunities and challenging discrimination is reflected in the way that pupils are quick to challenge unfairness but the school is aware that there is more to do to make sure that all pupils make equally good progress. The school plays an important role in the local community and is, in itself, a cohesive community where pupils mix well and support each other. International links are developing but the school does not contribute enough to promote pupils' awareness of the wider community in the United Kingdom.

These are the grades for leadership and management

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

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The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Although attainment on entry to the Nursery and Reception class can vary from year to year children often have skills above those expected for their age and are often confident, articulate and ready to learn. Children make good progress in the Nursery and Reception particularly in developing the personal skills and qualities that help them to be successful in Year 1. They also make good progress in other areas of development including learning to link sounds and letters, and reading. The school is aware that progress in writing has not been quite as rapid, especially for boys, and is starting to boost children's progress in writing by raising expectations and providing more regular opportunities to write. However, occasionally there is still insufficient structure to support children in developing their writing skills. Relationships between children are good and they show high levels of concentration. They are happy and well cared for. The good curriculum is planned to meet the needs of children of different abilities and covers all areas of learning. Classroom assistants are making a significant contribution to children's learning because they have good questioning skills and are able to successfully move children's learning on while also developing their self-assurance. Good leadership and management are illustrated by the way that the above average outcomes have been carefully analysed and areas of relative weaknesses tackled robustly.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The majority of parents and carers who responded to the questionnaire are pleased with the quality of education provided by the school. They value the sense of community in the school and speak warmly about staff, who they find to be very approachable. Parents and carers of pupils with special educational needs and/or disabilities are particularly pleased with the support their children receive. There was a mixed response to the fact that the headteacher has undertaken full responsibility for teaching in Year 6. However the inspection team found that the continuity and the good teaching provided has been pivotal in improving outcomes for pupils and helping them achieve their full potential. A small minority of parents and carers of pupils in lower Key Stage 2

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expressed concerns about their children's progress. The inspection team found that pupils' progress is uneven as they move through school and although it is satisfactory there is more to do to ensure that pupils' progress is consistently good. The school has already starting to work on this by strengthening staffing and observations of lessons and scrutiny of pupil's work during the inspection confirm that progress is accelerating, particularly in Year 4. A small number of parents and carers also said they wanted more information about their children's progress. Although they receive a similar amount of information to parents and carers in other primary schools, the school has listened to their concerns and is working on improving the information given.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haughton St Giles CofE Primary 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 140 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	54	16	39	1	2	2	5
The school keeps my child safe	21	51	20	49	0	0	0	0
The school informs me about my child's progress	11	27	27	66	3	7	0	0
My child is making enough progress at this school	14	34	21	51	6	15	0	0
The teaching is good at this school	16	39	20	49	4	10	0	0
The school helps me to support my child's learning	13	32	25	61	2	5	0	0
The school helps my child to have a healthy lifestyle	14	34	24	59	3	7	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)	19	46	19	46	1	2	0	0
The school meets my child's particular needs	14	34	23	56	3	7	0	0
The school deals effectively with unacceptable behaviour	14	34	24	59	3	7	0	0
The school takes account of my suggestions and concerns	14	34	22	54	3	7	0	0
The school is led and managed effectively	17	41	20	49	3	7	0	0
Overall, I am happy with my child's experience at this school	20	49	18	44	3	7	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



9 July 2010

Dear Pupils

Inspection of Houghton St Giles CofE Primary School, Stafford, ST18 9ET

It was a delight and a privilege to visit your school. I really enjoyed talking to you all and listened very carefully to what you had to say. I very was impressed by your good behaviour and by the way you all get on so well together. I liked listening to Class 3 play their violins and thought they sounded really good. The residential visit of the older pupils sounded very exciting I am glad you all had such a super time. It was clear that you all enjoyed and learnt a lot from your visit to the Derby Faith Trail but I agree with you when you said that you feel you need to know more about the different cultures in the United Kingdom.

You go to a satisfactory and improving school. Attainment is above that reached by pupils at other schools and more of you are reaching the higher Level 5 at the end Year 6. Teaching in your school is satisfactory and helps you to make satisfactory progress but the teaching and your rates of progress can vary from class to class. I have asked the school to make sure that all teachers always expect the very best from you and to make sure that lessons always move along at a good pace. I have also asked them to make certain that you always know exactly what to do to improve your work that the work you are set is never too hard or too easy.

The school's leaders are determined to make your school better. They have already done a lot of work and improved many aspects of the school that is why the school's capacity for further improvement is good. You can help your school to improve further by continuing to work hard in lessons and making sure that your work is always neat and well presented.

I know those of you in Year 6 are very enthusiastic about moving on to secondary school. I wish you well for the future.

Yours sincerely

Susan Walsh

Lead inspector

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