

Etching Hill CofE (C) Primary School

Inspection report

Unique Reference Number	124292
Local Authority	Staffordshire
Inspection number	380851
Inspection dates	12–13 September 2011
Reporting inspector	Krishan Sharma

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	364
Appropriate authority	The governing body
Chair	Zoe Johnston
Headteacher	Marie Smith
Date of previous school inspection	26 January 2009
School address	Penk Drive Etching Hill Rugeley WS15 2XY
Telephone number	01889 256112
Fax number	01889 256116
Email address	office@etchinghill.staffs.sch.uk

Age group	3–11
Inspection date(s)	12–13 September 2011
Inspection number	380851

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors, who visited 22 lessons or parts of lessons and observed 14 teachers. Meetings were held with two representatives of the governing body, senior and middle leaders and groups of pupils. Inspectors looked at some of the school's policies and procedures, pupils' written work and tracking data from the monitoring of pupils' progress. One hundred and fourteen questionnaires returned by parents and carers were analysed, as were those completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are all pupils making enough progress during Key Stages 1 and 2, especially in writing?
- How effective is teaching in ensuring consistently that all groups of pupils make the best possible progress, particularly those of average ability?
- How robust are the school's monitoring and evaluation procedures, particularly of teaching and progress? How effectively are the findings used to secure further improvement?

Information about the school

This is a larger than average-sized primary school. Almost all pupils come from White British backgrounds. The remaining very few come from mixed White and Black Caribbean or Indian backgrounds. The proportion of pupils known to be eligible for free school meals is below average as is the proportion of those with special educational needs and/or disabilities and of those with a statement of special educational needs. The school holds the National Healthy School Status and it is a Dyslexia friendly school, with Level 1 status. The current headteacher joined the school in September 2010. The newly appointed assistant headteacher and two newly qualified teachers joined the school a week before the inspection.

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

3

Main findings

Etching Hill CofE Primary School provides a satisfactory quality of education. The current headteacher's energetic leadership has helped the school to maintain some of its good features, particularly those relating to pupils' personal development. As a result, the level of care, guidance and support provided for pupils is now good. A parent attributes this success to the 'warm, friendly and welcoming atmosphere' which the school presents. Most parents and carers are happy with all aspects of the school's provision. Pupils' understanding of how to stay healthy is good and it has deservedly contributed to the award of the National Healthy School status for the school.

Pupils' progress is satisfactory but it is beginning to improve, although not consistently across the school. Children make a good start in the Early Years Foundation Stage, and most of them become secure in their acquisition of early literacy and numeracy skills. From then on, most pupils make satisfactory, but variable progress from their starting points in Year 1 and towards the end of Key Stage 2 rates of progress improve. As a result, their attainment is broadly average in English and mathematics by the end of Year 6. Attainment is often stronger in reading than writing, because some teachers have insecure subject knowledge and expertise in the teaching of writing. The use of writing across other subjects is not as extensive as it could be, although the recently introduced topics that combine many subjects together are beginning to encourage pupils to practise their writing skills more widely. Because of recent developments in the teaching of mathematics standards in mathematics have risen at the end of both key stages.

Teaching is satisfactory overall, with some examples of good teaching spread across the school. Teachers make their intentions clear at the beginning of lessons and give detailed explanations to guide pupils' subsequent work. Occasionally, both introductions and explanations are too long and limit the time available to pupils to work on their own, thus slowing progress. Sometimes, this affects the progress of pupils of average ability more, because some of them need a longer time to work things out. The more-able pupils do well in some lessons, particularly when teachers expect more of them. However not all teachers have sufficiently high expectations in relation to the progress pupils make in lessons. The cross-curricular provision is satisfactory; it is stronger in literacy and is least-well-developed in information and communication technology (ICT). This means that ICT makes insufficient contribution to pupils' learning.

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

The effectiveness of the school's self-evaluation is satisfactory. It has enabled the headteacher to identify appropriate areas for improvement and to make a determined start with tackling them. It underpins the school's satisfactory capacity for sustained improvement and has helped the school in tackling satisfactorily many of the issues for improvement identified in the previous report. The findings of data analysis are regularly used to identify pupils who could do better and also to engage whole staff in discussions about pupils' progress in general. As yet, monitoring and evaluation of teaching and learning in lessons and the scrutiny of pupils' written work are insufficiently focused on making explicit judgements on their progress. In addition, senior leaders recognise that enough is not being done to share good practice in teaching across the school.

Up to 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.

What does the school need to do to improve further?

- Raise attainment and progress in pupils' writing across the school by:
 - improving teachers' expertise in the teaching of writing
 - extending the use of pupils' writing skills across other subjects.

- Improve the quality of teaching and learning so that most lessons are good or better, by September 2012 by:
 - using the best examples of effective teaching that already exist as a model of good practice
 - ensuring teachers' expectations are consistently high in all lessons
 - sharpening introductions and explanations given during lessons to make more efficient use of time.

- Enhance the use of information and communication technology (ICT) to improve pupils' learning across the curriculum.

- Bring further rigour to monitoring and evaluation in the school by:
 - focusing on the progress pupils make in lessons and through their written work over time
 - strengthening the role of middle leaders in evaluating the impact of developments in areas of their responsibility.

Outcomes for individuals and groups of pupils

3

Pupils work steadily in lessons. They enjoy engaging with activities, particularly those which capture their interest. When this happens, all groups of pupils make good progress. In one lesson in Year 5, pupils quickly grasped what a balanced argument

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

was. Most of them demonstrated a good understanding of the idea. Their response was animated. In contrast, when pupils are unclear about the purpose of an activity, some of them lose interest and make little progress.

Children enter Nursery with skills and knowledge that are below those expected for this age. In Key Stages 1 and 2, a large majority of pupils are working at or around the national expectations for their age in basic skills. Work seen in lessons, and the school’s tracking of pupils’ most recent achievement point to the trend of broadly average attainment at the end of both key stages being maintained, although the number of pupils working towards the higher than nationally expected grades has risen in mathematics, particularly in Key Stage 2. The inspection evidence indicates that most pupils, including those from minority ethnic backgrounds, make at least satisfactory progress. The progress made by middle-ability and more-able pupils is slower in some lessons, because they are insufficiently challenged. As the needs of pupils with special educational needs and/or disabilities are precisely identified and they are well supported in lessons, most of them also make at least satisfactory progress.

Behaviour is good in and around the school. In some lessons however, pupils’ behaviour declines and they fail to engage in their learning, because work given to them does not sustain their interest. Pupils say that they feel safe at school. They are proud of the part they play in the life of the school as monitors in and out of classrooms and through the school council. Funds raised for good causes help others, both in the local and wider community. Pupils’ sound achievement in their basic skills, well-developed personal skills and broadly average attendance prepare them satisfactorily for the next stage of their education. Their awareness of right from wrong is strong as is their willingness to reflect on the consequences of their own and others’ actions. The awareness of cultural diversity is steadily developing and senior leaders acknowledge the need to advance it further.

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	3
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	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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

The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Typically, teachers plan activities that engage most pupils with their work. In almost all lessons, teaching assistants and other adults are productively deployed to provide support to pupils with specific needs. Teachers check pupils' progress, but the feedback given to them is more precise in the better lessons. Teachers' questioning is variable, while in most lessons pupils' misconceptions are promptly corrected, in others this is not the case. There are good examples of accurate assessment, and clear advice given to pupils on how they could improve their work, particularly in writing. However, this is not consistent across the school.

The curriculum has breadth and is suitably matched to the needs and interests of most pupils. Consequently, it contributes to satisfactory outcomes for them, both in their basic skills and in the development of personal qualities. The current design of the curriculum links many subjects together and is aimed at giving opportunities for pupils to practise key skills. Pupils say that they find 'topics interesting as they make learning fun'. However, these developments in the curriculum are of recent origin and are yet to be fully established. Enrichment activities, including educational visits, residential trips and visitors to school, all add to pupils' learning and enjoyment.

Pastoral care is good. Adults in the school ensure that the specific needs of identified pupils are effectively met. Support and advice for pupils whose circumstances may make them vulnerable are systematic and effective in meeting their needs. Many pupils benefit from the school's good care and guidance. As a result, their confidence grows and their learning improves. The school is successfully maintaining the trend of average attendance and the headteacher and governors are keen to raise it to above average. However, this is proving to be a challenge due to the small number of parents and carers who take their children on holidays during term times. Transition arrangements are working well in ensuring the smooth transfer of Year 6 to their secondary schools.

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	3

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

The effectiveness of care, guidance and support

2

How effective are leadership and management?

The headteacher is fully committed to improving the school’s provision and has set about the task with great vigour. Her vision and ambition for the future is reflected in the priorities that are currently being pursued. The improvement planning is collaborative. Clearer and measurable benchmarks to evaluate the impact of actions being taken are not always evident. Targets set for individual pupils and for the whole school are increasingly challenging. The senior leadership team is becoming influential in setting the pace of change. Although middle leaders are adept in supporting their colleagues with ideas, their role in evaluating the effectiveness of developments in their areas of responsibility is insufficiently developed. A lot is being done under the current leadership, but many of the initiatives have as yet not had sufficient impact on outcomes. The effectiveness of the governing body is satisfactory. There is little evidence to indicate that it has held the school to account in the recent past for inconsistencies in its performance. However, the current governing body, under the knowledgeable leadership of the new chairperson, has the necessary capacity to challenge the school and hold it to account for its performance.

Relationships with parents and carers are good. The school uses external agencies and local services well to improve pupils’ learning and achievement in areas such as sport and music. The school ensures that no pupil is discriminated against, but it is fully aware that in some lessons some of the middle-ability and more-able pupils should make better progress. The safeguarding procedures in place are effective. Staff are fully trained and procedures are consistently applied as a result. The school is a cohesive community. Links with the local community are productive, but more needs to be done to reach out to wider communities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for	3

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

money

Early Years Foundation Stage

Most children make good progress from their starting points. As a result, they achieve a good level of development in almost all areas of their learning at the end of Reception. There is an increased focus on the teaching of letters and the sounds they make and so reading skills have improved. During the inspection, groups of children were happily making music and playing games in the playground. They enjoy mixing colours and get palpably excited when a new colour emerges. Adults encourage children to engage in talk. Occasionally, children are over-prompted and adults inadvertently reduce opportunities for children to practise their speaking skills. Relationships between children and with adults are good.

Planning ensures a good balance of activities between those chosen by children themselves and those directed by adults. It is not always clear how the more-able children would be challenged by the planned activities. The outdoor provision is regularly used to enhance children’s learning. Adults observe children closely and assess their progress regularly. These assessments suitably inform the next steps in their learning. All children have access to a designated adult, who takes a keen interest in their well-being and monitors their progress. Staff work as a team, which is effectively led by the Early Years Foundation leader. Links with parents and carers are highly valued and encouraged. As a result, parents and carers are better informed about how to help their children’s learning at home.

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

Parents’ and carers’ rate of response to the questionnaire was about average. A very large majority of those who responded were in agreement with all 13 statements. They believe that their children are happy at school and feel safe. Most of them believe that their children make enough progress at school and that the quality of teaching is good. They also view the leadership and management of the school as effective. Although inspection evidence found strengths in all these areas, there were some weaknesses in each area, which have been commented on and are reflected in the recommendations made in this report.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Etching Hill CofE (C) 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 114 completed questionnaires by the end of the on-site inspection. In total, there are 364 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	84	74	29	25	1	1	0	0
The school keeps my child safe	78	68	34	30	0	0	0	0
The school informs me about my child’s progress	48	42	59	52	5	4	0	0
My child is making enough progress at this school	47	41	57	50	4	4	0	0
The teaching is good at this school	58	51	49	43	1	1	0	0
The school helps me to support my child’s learning	46	40	60	53	6	5	0	0
The school helps my child to have a healthy lifestyle	48	42	61	54	1	1	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)	61	54	46	40	1	1	1	1
The school meets my child’s particular needs	55	48	49	43	1	1	0	0
The school deals effectively with unacceptable behaviour	52	46	47	41	4	4	3	3
The school takes account of my suggestions and concerns	42	37	63	55	2	2	1	1
The school is led and managed effectively	67	59	44	39	0	0	1	1
Overall, I am happy with my child’s experience at this school	75	66	34	30	2	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



14 September 2011

Dear Pupils

Inspection of Etching Hill CofE (C) Primary School, Rugeley, WS15 2XY

Thank you for the warm welcome you gave to the inspection team. We enjoyed talking to you about your school and the work you do in classrooms. The team judged your school to be satisfactory.

These are the things we found out about your school.

- Most of you make at least satisfactory progress and reach average levels of attainment in English and mathematics by the end of Year 6.
- Those of you in Nursery and Reception classes make good progress.
- You understand well how to keep yourself healthy.
- You are keen to take on responsibility for doing jobs on behalf of others in the school.
- Adults in the school take good care of you.
- You say you feel safe at school and your parents and carers agree with your views.

To improve your school further, I have asked those in charge to make sure that:

- you reach higher standards in writing through equipping your teachers with a better understanding of how to teach writing, and give you more opportunities to practise your writing skills
- you make good progress because most of your lessons are good
- you are given a good range of opportunities to use information and communication technology in your work
- all leaders in the school check your progress in lessons and in your books more thoroughly and also check whether what they plan to do is helping the school to get better.

You also have a role to play in practising writing, as often and as much as you can.

Yours sincerely

Krishan Sharma
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**