

# The Littletons CofE First School

## Inspection report

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<b>Unique Reference Number</b>	116829
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	312417
<b>Inspection dates</b>	6–7 November 2007
<b>Reporting inspector</b>	Andrew Watters 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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	139
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Evans
<b>Headteacher</b>	Helen Brambani
<b>Date of previous school inspection</b>	1 January 0001
<b>School address</b>	Farm Lane South Littleton Evesham WR11 8TL
<b>Telephone number</b>	01386 830695
<b>Fax number</b>	01386 833997

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

The Littletons CE First School is a voluntary controlled Church of England school, which promotes Christian values and a Christian ethos. It serves a generally favourable socio-economic community and the great majority of pupils are from a White British background. Very few pupils are eligible for free school meals. Twenty per cent of the pupils are on the school's register of special educational needs and four pupils have a statement of special educational need. A small proportion of the pupils, currently 6%, are from the Traveller community.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The Littletons is a successful and effective school that provides its pupils with a good quality of education. It reflects its aims very well, particularly in providing 'a secure and happy environment where the needs of all are recognised and met' and 'ensuring that all...adults and pupils...enjoy school, feel that their spirit has been raised and are well equipped for the future'. There are high expectations for both adults and pupils to do well. A strong sense of enjoyment and positive achievement, both academically and socially, permeates the school. Pupils are keen and enthusiastic learners and greatly appreciate the secure and safe environment provided for them. They behave extremely well, and are polite, cheerful and very welcoming to visitors. Attendance is good and above the national average for primary schools. The pupils' achievement and their progress are good, although progress is less rapid in Year 3 than in other years. Standards in the 2007 national tests for 7-year-olds were above the national average and many of the Year 5 pupils, who left at the end of the summer term 2007, reached above average levels in literacy and numeracy.

The quality of teaching and learning ranges from outstanding to satisfactory and is good overall. The outstanding teaching makes sure that highly motivating tasks interest and challenge the pupils to do their very best, work hard and have great fun in doing so. The less successful teaching does not match the pupils' different ability levels sufficiently well enough. Relationships between adults and pupils and between adults are very positive, reflecting a strong sense of care and commitment to each other's well-being. Pupils clearly love coming to school, as is shown by their good attendance and very positive attitudes. The curriculum provides many opportunities for the pupils to learn new skills in a range of interesting and imaginative contexts, such as the Forest Schools work and learning to speak another language. Watching pupils in Year 2 quickly learn new phrases and expressions in French was impressive! Pupils receive an outstanding level of care and a good level of support and guidance for their social, emotional and academic development. Pupils with learning difficulties and/or disabilities make good progress and those with particular special needs are included extremely well in the life of the school.

The school works hard to take account of parents' suggestions and keep them informed about their children's progress. Regular consultation evenings between teachers and parents receive good support. For example, over 80% of parents attended a recent open evening and almost 50% are due to take part in a literacy evening. Questionnaires provide parents with another opportunity to share their thoughts and views. Although the response rate is low, the majority are extremely positive; for example, one parent said, 'I always recommend the school to anyone who moves into the area. It is such a great village school with good links to the local community. Why would you go anywhere else?' A fifth of the responses from the inspection questionnaire suggested that the school does not take sufficient account of concerns expressed by parents. The headteacher is aware that there is further work to do to ensure that all parents feel they can approach the school with their concerns.

The quality of leadership and management is good. There is a very strong team spirit and morale is high. The headteacher provides good leadership and, with the effective and enthusiastic support of other senior teachers, makes sure that the development and progress of each pupil has a very high priority. The governing body keeps a watchful eye on the school's progress. The school has improved well since the previous inspection and has a good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The pupils receive an outstanding start to their life in the school. The learning environment in the Reception class is stimulating, colourful and imaginative. The pupils' learning experiences are highly motivating and they love being in the class. The quality of teaching is exceptional, ensuring that the pupils make consistently good and sometimes outstanding progress. The care and guidance for all pupils is of a very high quality. There is a lot of laughter and fun but also hard work and high expectations, exemplified so well by the Forest Schools work and the children's very positive responses.

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

- In line with the priorities in the school improvement plan, raise achievement and increase the rate of progress in writing and mathematics for pupils in Year 3.
- Ensure all lessons provide pupils with challenging tasks, matched to their different abilities.
- Build on the good foundations already in place and ensure all parents feel able to approach the school with any concerns they might have.

## **Achievement and standards**

### **Grade: 2**

When pupils enter the school, their attainment is generally in line with what is expected for their age, although in the recent past it has been slightly below. Pupils make good progress and achieve well. At the end of Year 2 and Year 5, standards are above average. Standards in the 2007 national tests for Year 2 pupils were above the national average in reading, writing and mathematics. The results reflect good achievement in reading and writing and outstanding progress in mathematics. The Year 5 pupils who left the school in the summer made good progress in reading and mathematics and outstanding progress in writing. This is a very positive picture, although the school is aware that the rate of pupils' progress in writing and mathematics in Year 3 is not as speedy as in other year groups.

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

### **Grade: 2**

The pupils behave well in classrooms and around the school. They care about each other and have very positive relationships with the adults who work with them. They respect their teachers and teaching assistants, who treat them fairly and listen to their concerns. The pupils' spiritual, moral, social and cultural development is good, although their understanding of Britain as a diverse society is less secure. Pupils really enjoy being in school. They love talking about their work and are at ease with visitors. They know a lot about healthy lifestyles and keeping safe. During the summer term 2007, 98% of the pupils took part in after school clubs to promote exercise and keeping fit! The pupils work well together, show understanding of others' needs and speak confidently about their own. These positive personal qualities show well in the way pupils contribute to the community, for example supporting charities, such as Hope for Homes and Children in Need.

## Quality of provision

### Teaching and learning

#### Grade: 2

The good quality of teaching and learning in the majority of lessons is reflected in the progress made by most pupils. Some outstanding teaching ensures that pupils make exceptional progress, for example learning phonics in Year 2 and exploring the woodlands in the Reception class. Pupils respond extremely well to interesting and relevant tasks, which challenge their thinking. Year 5 pupils greatly enjoyed learning about the conventions of play scripts and characterisation in the context of some imaginative tasks about pirates! In each of these examples, assessments of pupils' previous work effectively extended their knowledge and understanding further. In less successful lessons, which lead to pupils making less progress, their work is not matched well enough to their different ability levels, for example, when higher attaining pupils do not have enough opportunities to work independently on carefully structured and challenging tasks.

### Curriculum and other activities

#### Grade: 2

The curriculum promotes high levels of enjoyment and good achievement. An impressive range of visits and visitors to the school ensures that the pupils' work is imaginative, interesting and stimulating, for example: taking part in multicultural workshops, listening to veterans from the two world wars, visiting the canals in Birmingham and enjoying a residential activity weekend. Attendance at a wide range of after school clubs, including sports, dance and fitness activities, is good and the pupils greatly appreciate the opportunities to take part. Pupils support community activities and regularly contribute to church services and celebrations. The curriculum for pupils with learning difficulties and/or disabilities meets their needs well, ensuring that they are included in all activities. There is good provision for literacy, numeracy and information and communication technology and pupils are prepared well for the next stage in their education.

### Care, guidance and support

#### Grade: 2

Pupils receive good support and guidance in their academic, personal and social development. They trust adults to help them and in turn show good support for each other. Adults treat pupils equally and pupils really appreciate the firm but fair guidance they receive in lessons and around the school. There are very positive links with the local authority children's services, community groups, local medical services, fire service and the police. Arrangements for safeguarding pupils are secure and systematically monitored by the headteacher and governing body. Pupils' academic targets are challenging but realistic. Pupils and parents share these targets and most pupils know what they have to do next to improve their work, although this is not embedded in all year groups. Outstanding care for pupils reflects well in the school's procedures for promoting their welfare and personal well-being. There are many examples of adults taking time to reassure pupils, allay concerns and make them feel good about themselves. This is a strong feature of the school's work.

## Leadership and management

### Grade: 2

The headteacher ensures there is a clear sense of educational direction and clarity of purpose for the school's work. She leads by example and knows her school well. She has high expectations, which reflects well in pupils' achievements and the good quality of education provided by the school. She receives good support from senior teachers who share her aspirations for the school. The senior team is supported positively by all teachers' commitment and dedication to school improvement. There are systematic and robust procedures to track pupils' progress and monitor the quality of teaching and learning. Challenging targets are set to make sure that all pupils achieve well and that there is no complacency. The school improvement plan provides a succinct and accurate evaluation of what needs improving further. The governing body fulfils its statutory duties well. Governors' committees meet regularly, acting as critical friends and holding the school to account for the standards achieved by the pupils.

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## 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?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	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 disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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	2

### The quality of provision

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

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

## Annex A

**Leadership and management**

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

## Text from letter to pupils explaining the findings of the inspection

8 November 2007

Dear Pupils

Inspection of The Littletons CE First School, Evesham, Worcestershire, WR11 8TL

Thank you for welcoming me to your school. You are all very friendly, polite and helpful. I really appreciated the way many of you introduced yourselves and made me feel part of your school. I greatly enjoyed talking with you and finding out how much you enjoy your lessons and all the activities you have a chance to do. I could certainly see that you have great fun, get on very well with your teachers and helpers and work hard!

Some of the highlights for me were seeing how well you are cared for, listening to those of you in Year 2 learn French, watching the Reception children enjoying and learning about Forest Schools, seeing you work hard in lessons and taking care of each other around the school. I also really enjoyed talking with your teachers. You are very lucky to go to such a good school.

Many of you told me how much you enjoy coming to school. You said that lessons are fun and that you are well looked after, and that you feel safe. You said that adults always listen to you and take notice of what you are saying.

- To make your school even better I have asked Mrs Brambani and the other teachers to make sure that all your lessons are really interesting, to make you work hard at learning new things and that all of you do really well with your writing and mathematics. Mrs Brambani and the governors are also going to see if they can find new ways of making sure that all parents feel they can come into school and talk about their concerns. You can help your teachers by carrying on working as hard as you do and checking with them when your work is a bit too easy or too hard to understand.
- Thank you again for being so friendly. I really enjoyed visiting your school and have many happy memories of my time with you.

Yours sincerely

Andrew Watters Her Majesty's Inspector