

Long Itchington CofE Primary School

Inspection report

Unique Reference Number	130874
Local Authority	Warwickshire
Inspection number	360145
Inspection dates	31 January 2011–1 February 2011
Reporting inspector	Ruth Westbrook

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	152
Appropriate authority	The governing body
Chair	David Walker
Headteacher	Phyllis King
Date of previous school inspection	17 June 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed seven teachers. Meetings were held with the Chair of the Governing Body and three governors, senior and middle managers, and a group of parents and carers. Inspectors spoke to four groups of pupils. They observed the school's work, and looked at improvement plans, key policy documents, assessment information, minutes of the governing body and pupils' books. In addition, 96 responses to the parents' and carers' questionnaire were received and analysed, together with questionnaire responses from staff and a sample of 89 pupils from Key Stage 2.

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

- Do all groups of pupils make good progress across the school in both English and mathematics?
- How well do teaching and the use of assessment contribute to meeting the learning needs of pupils with special educational needs and/or disabilities and those who are the most able?
- Does the curriculum sufficiently promote personal development, and literacy, numeracy and information communication technology skills through the topics which pupils study?
- How effectively do subject leaders contribute to the school's capacity to improve?

Information about the school

This is a small primary school. The proportion of pupils with special educational needs and/or disabilities is below average. Almost all pupils are of White British heritage. A few pupils come from a variety of minority ethnic groups. There are very few for whom English is an additional language. The proportion of pupils known to be eligible for free school meals is well below average. The school achieved national Healthy Schools status in 2009 and Sportsmark in 2008. The Long Itchington pre-school and after-school clubs are privately run facilities which share the same site.

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 which has improved substantially since its last inspection. The headteacher, ably supported by the governing body and leaders at all levels, has successfully developed and shared plans for improvement. With the committed support of all staff, these have been effectively put into action. Consequently, pupils' achievement has improved and is now good because the quality of teaching, assessment, the curriculum, care, guidance and support, and provision in the Early Years Foundation Stage, are all now good. School leaders have accurately evaluated the school's strengths and weaknesses. Their view is informed well by regularly updated information on pupils' achievement. Rigorous systems identify any underachievers and effective programmes are implemented to meet their needs. The track record of considerable improvement since the last inspection demonstrates good capacity to improve further.

Many of the parents' and carers' inspection questionnaires commented on the improvements they have observed. One such comment sums up those of many: 'It is a wonderful school which nurtures motivated, well-mannered, happy children.' Pupils clearly enjoy school from the enthusiastic way they approach the day and their outstanding attendance. They told inspectors that they enjoy the school's emphasis on 'looking for learning' and the many stimulating ways that are planned to help them do this.

The attainment of pupils in English has increased because of the implementation of a number of strategies to improve reading and writing skills. This has included a school-wide approach to teaching reading which has so far been introduced in Reception and Key Stage 1, and is being developed throughout Key Stage 2. There is effective planning to promote the use of literacy skills in all subjects. The attainment of pupils in mathematics has improved as a result of improvements to provision, but progress is still slower than in English in the first three years of Key Stage 2. This is because planning for the use of numeracy skills in subjects other than mathematics is less consistent.

Teachers are increasingly making use of assessment information to improve the achievement of individual pupils. In the great majority of lessons, pupils make at least good progress because the planning ensures that there is a careful match of activities with the different abilities of pupils. In the small number of lessons where progress is less rapid, not enough account is taken of what individual pupils have learnt before, so the activity does not stretch them sufficiently. This is particularly the case for the most able pupils.

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What does the school need to do to improve further?

- Ensure that assessment is used consistently well by teachers to plan suitably challenging work for individual pupils based on what they have already learned, so that they can reach higher standards.
- Ensure that all pupils make good progress in mathematics by planning more opportunities for them to practise their numeracy skills in other subjects of the curriculum.

Outcomes for individuals and groups of pupils

2

There is a wide range of attainment on entry. The small numbers in each year group mean that cohort data does not always give an accurate picture of pupils' progress. Nevertheless, pupils throughout the school make good progress and attainment at the end of Year 6 is now average and improving year on year. This is due to two significant effects of the consistent improvement in provision and the use of assessment. The first is that gaps in older pupils' learning are identified and resolved. The second is that standards throughout the school are improving, although progress is still slower in mathematics than in English at the beginning of Key Stage 2. This builds on the good progress children make in the Reception class. Boys and girls make good progress from their various starting points. Pupils with special educational needs and/or disabilities make good progress because their needs are carefully identified and teachers and teaching assistants plan carefully to provide appropriate support. For example, the use of computers and help from their learning partners support their full involvement in lessons. The very few pupils who speak English as an additional language benefit from strategies such as the strong emphasis on speaking to learning partners. As a result, their progress is good.

The quality of learning in lessons is good. Pupils are well motivated because lessons include varied, stimulating activities. They value opportunities to work with their learning partners, as seen in a Year 6 mathematics lesson on ratio and proportion. Pupils were very quickly engaged in challenging activities that suited their varying capabilities. The lesson made all pupils think hard and they shared their ideas and collaborated to solve the problems. As a result, pupils very much enjoyed their work and learned well. Most pupils of all ages demonstrate good levels of concentration and the ability to work independently. Relationships in lessons are productive and conducive to good learning.

Pupils have a good understanding of how to keep safe. They talk knowledgeably about the potential dangers of using the internet. They say they feel safe at school. Good behaviour makes a strong contribution to good learning in lessons. Behaviour around school is considerate and welcoming. Pupils value the 'Good to be Green' system of rewards and sanctions. They clearly understand what constitutes a healthy lifestyle. Pupils engage enthusiastically in sporting activities, both in physical education and in the after-school clubs where the take-up is high. Pupils take advantage of the many opportunities available for them to make a contribution to the school and local community which include, for example, making a Christmas meal for the elderly and growing vegetables. Pupils engage enthusiastically in a diverse range of sporting, artistic and cultural activities. They cooperate well with each other irrespective of background, and respect for and tolerance of others are clearly evident in class and in the playground. In assemblies, pupils of all

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ages show their commitment to the school and wider community by the enthusiastic way they sing hymns and recite the school prayer.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	2
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	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Lessons have a clear structure and good links are made to past and future learning so that pupils build up their skills, knowledge and understanding systematically. The purpose of the lesson is shared clearly and in language which matches pupils' age so they understand fully what they are going to learn. Teachers use the digital whiteboards well to share presentations and stimulate pupils with interesting images and text. Pupils have detailed literacy and numeracy targets so that it is clear to them how they need to improve. Teachers assess learning effectively during the lesson, and there are good reviews at the end which involve pupils in assessing their own progress. Feedback to pupils on their work is thorough and gives clear guidance on what has been done well and how to improve. Assessment is used well to plan lessons that match the broad range of needs within the class. Occasionally, progress slows for a pupil when the work lacks particular challenge because there has not been a careful enough match to what has been learnt before.

The curriculum is planned well to promote key skills and support learning through memorable, interesting activities such as theme days, visits and visitors. Partnerships, including those with secondary schools, are used well to enrich pupils' breadth of experience. There are a good number of extra-curricular activities which are supported

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well by pupils. The use of literacy and information communication technology skills across all areas of the curriculum is good, although there are missed opportunities for pupils to practise their use of numeracy skills. The curriculum for personal, social and health education is planned well and enjoyed by pupils. It helps them to be well prepared for their next steps in life.

There are good systems in place to protect pupils who are potentially vulnerable and effective links are made with external agencies where necessary. Well-targeted support is quickly given to pupils who need it. There are good arrangements at times of transition into secondary education, including many opportunities for pupils to visit their next school and to receive visits from teachers. Parents and carers commented in the questionnaires and at the meeting on the ease of communication between school and home about progress and future events. Many value the good links which the school has established with the on-site provision for before- and after-school care, and welcome the facility.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders generate a shared vision for the school's direction through a series of annual meetings which involve governors, school leaders and other members of staff. These are seen by staff as helpful in developing ownership of the plans. Subject leaders for numeracy and literacy are members of the senior leadership team and they make an effective contribution to the monitoring of the school's work. Since the last inspection, a much improved tracking and assessment system now informs leaders' views of the school, and provides regular information for the termly progress checks held between class teachers and subject leaders. This means that leaders have a detailed understanding of the progress of groups within the school. When underachievement is identified, decisive steps are taken to remedy any underlying causes. For example, when boys' progress in reading was lagging behind national averages, a number of strategies were introduced to improve it, including introducing books that appealed to boys. Their achievement improved as a result. The school is committed to equal opportunities and ensuring there is no discrimination for any reason. For example, it secured additional funding to ensure that all pupils had access to a residential visit which involved a financial contribution.

Governance is good and members are fully involved in the school's work. They use their good understanding of the school's strengths and weaknesses to play a strategic role in shaping its future. The governing body has good systems for canvassing the views of parents, carers, pupils and staff and take account of these views in its work. The governing body fulfils its statutory duties effectively. Safeguarding procedures are good.

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The effectiveness of the school's safeguarding policy and procedures is monitored and evaluated, and there is much good practice, such as carrying out detailed risk assessments for potentially vulnerable pupils on school visits. Good systems ensure that the site's multiple use is safely organised. The governing body and other leaders have analysed the school's context and developed an action plan to enhance links with communities beyond the school and local area. The plan indicates a good understanding of how to promote further community cohesion, but is at an early stage of implementation.

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	2
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	2
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 money	2

Early Years Foundation Stage

The quality of provision is good. Children enjoy playing and learning in the stimulating environment and they make good progress. In 2010 the large majority moved into Year 1 with skills above expectations for their age, and higher than in previous years. Good relationships between children and adults ensure that children behave well, are confident and ready to learn. Staff establish a welcoming and motivating environment which embraces children with a wide range of abilities and backgrounds. Children engage willingly in well-planned, purposeful activities. These include those led by adults and also provide suitable opportunities for children to exercise choice and initiative. Assessment procedures are good and well-established, and are effectively used by staff to inform their curriculum planning and to meet the needs of children with special educational needs and/or disabilities. However, occasionally, the planning for children of higher ability does not take full account of what has been learnt before, so the activity does not provide sufficient challenge. The leader of the Early Years Foundation Stage is a member of the senior leadership team, which ensures that it has high status in the school's development plans. The staff work well as a team. They have a clear understanding of strengths and weaknesses of the provision and show strong commitment to improvement. The staff establish good relationships with parents, carers and their children before the year starts,

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and the induction procedures to help children settle were singled out for particular praise by parents and carers of children in Reception during the inspection.

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 proportion of parents and carers responding to the inspection questionnaire was higher than usual. The very large majority of these are happy with their children's experience of school. They are particularly positive that the teaching is good, that they are well informed about progress and that the school is well led and managed. A small proportion of parents and carers expressed concern that the needs of their higher ability children were not fully met. The inspection findings agree that on some occasions this is the case and a recommendation has been included to address this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Long Itchington 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 152 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	47	47	49	4	4	0	0
The school keeps my child safe	49	51	43	45	4	4	0	0
My school informs me about my child's progress	29	30	62	65	3	3	0	0
My child is making enough progress at this school	33	34	52	54	7	7	0	0
The teaching is good at this school	34	35	58	60	1	1	0	0
The school helps me to support my child's learning	32	33	54	56	9	9	0	0
The school helps my child to have a healthy lifestyle	37	39	50	52	4	4	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	36	42	44	4	4	0	0
The school meets my child's particular needs	34	35	47	49	11	11	0	0
The school deals effectively with unacceptable behaviour	26	27	56	58	9	9	2	2
The school takes account of my suggestions and concerns	29	30	59	61	6	6	0	0
The school is led and managed effectively	42	44	48	50	3	3	0	0
Overall, I am happy with my child's experience at this school	42	44	45	47	6	6	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 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 2009/10 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.



2 February 2011

Dear Pupils

Inspection of Long Itchington CofE Primary School, Southam, CV47 9QP

Thank you for giving us such a warm welcome on our recent visit, and for sharing your views about the school in discussions and through questionnaires. These have been very helpful. Long Itchington CofE Primary is a good school, and I would like to share our findings with you.

Your school provides you with a good standard of education.

You make good progress, because there are a variety of activities which make lessons enjoyable, and also because you value the emphasis put on 'looking for learning' and the way you are encouraged to work with learning partners.

You have a good understanding of how to keep safe and you feel safe in school. You know you have adults to turn to if you need help. You demonstrate your concern for others and behave well.

Many of you make a good contribution to your school through responsibilities such as being a member of the school council and organising assemblies. It is nice that you have extended this responsibility to others in the community, for example, by organising events such as a Christmas meal for elderly people.

You have a good understanding of how to keep yourselves healthy and enjoy taking part in sports clubs and teams.

All the skills you learn prepare you well for your next steps in life, including your move to secondary school.

We have asked the school to do two things to make it even better.

To make sure that work in lessons includes challenges for all of you, based on what you have learnt in previous lessons, so that you can reach higher academic standards.

To arrange opportunities for you to practise your numeracy skills across other subjects, so that progress in mathematics is as good as in English.

We hope that you will do your best to help your headteacher and staff to carry out these improvements by working hard and always doing your best.

Yours sincerely

Ruth Westbrook

Lead Inspector

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