

Lockerley Church of England Endowed Primary School

Inspection report

Unique Reference Number	116363
Local Authority	Hampshire
Inspection number	379240
Inspection dates	23–24 November 2011
Reporting inspector	Keith Sadler

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Gail Fearon
Headteacher	Jeremy Malessa-Thompson
Date of previous school inspection	24–25 March 2009
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Introduction

This inspection was carried out by two additional inspectors, who observed 10 lessons led by five different teachers. The inspectors held meetings with members of the governing body, staff, parents and carers, and groups of pupils. They observed the school's work and looked at a wide range of documentation. This included the school's analysis of pupils' progress, teachers' lesson plans, the school improvement plan, leaders' monitoring records and pupils' work. Questionnaires from 46 parents and carers, from staff and from pupils in Key Stage 2 were analysed and the responses taken into account.

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

- Inspectors analysed pupils' progress, particularly in Years 3 to 6, and whether the current Year 6 pupils are on track to attain their targets.
- They considered whether the gap between the pupils' attainment in reading and writing is narrowing.
- Inspectors considered how well the curriculum meets the pupils' needs, particularly for those that are more able.
- They investigated the extent of the role that teachers with responsibilities play in the school's monitoring and evaluation procedures.

Information about the school

Lockerley is much smaller than the average primary school. Most pupils live in the village though an increasing number come from surrounding villages and a few from as far away as Southampton. A very large majority of pupils are of White British heritage. The proportion known to be eligible for free school meals is about half the national average. The proportion of pupils who have been identified as having special educational needs and/or disabilities is above average. An above average proportion of pupils join or leave the school at other than the normal time for transfer. For example, only five of the current 10 Year 6 pupils have been in the school since entry in Reception. Children in the Early Years Foundation Stage are taught in one class and there are three other mixed-age classes.

There has been a complete change in the full-time staff since the previous headteacher left. A new headteacher was appointed in September 2010. Other staff, including the assistant headteacher, were appointed either in September 2010 or September 2011. The school has gained Healthy Schools (enhanced) status and the Activemark.

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. Despite many changes in staff, it continues to provide a stimulating and purposeful environment in which pupils achieve well in both their personal and academic development. Pupils are unanimous in saying that they feel exceptionally safe; parents and carers also believe that pupils are very safe due to the excellence of the care, guidance and support that the school provides. In addition, the effectiveness of the school's engagement with parents and carers is excellent and this too supports pupils' learning. For example, many parents and carers made positive comments about the school's new policy of pupils taking their English and mathematics books home each half term for them to review their children's work and progress. In addition, a number made positive comments about the very helpful workshops that are provided for them. Parents' and carers' views are summarised by the parent who wrote: 'A truly lovely school that encourages each and every child to flourish. It provides a warm and happy environment, promotes thoughtfulness between pupils and makes learning good fun'.

Achievement is good. The small cohorts mean that attainment varies from year to year, depending on the ability of individual pupils and the proportion of pupils with special educational needs and/or disabilities. Current Year 6 pupils are making good progress in mathematics and writing and outstanding progress in reading. The vast majority of pupils are making good progress in lessons, with significant numbers of pupils throughout the school working at levels that are above national expectations. Even so, the school recognises there is more to be done, particularly in mathematics. Pupils' mental calculation skills sometimes limit their ability to complete mathematical investigations quickly.

Teaching is consistently good and sometimes outstanding. Most lessons feature engaging and often practical activities that motivate pupils to do their best. Teachers' excellent relationships and high-quality behaviour management strategies ensure that all four classes have a calm and purposeful atmosphere in which pupils thrive. As one Year 6 pupil said, 'Our teachers really care about us and they are cheery and happy. This helps us to enjoy lessons'. Teachers use assessment information effectively to plan work that meets the needs of all pupils. However, even though pupils are clear about next steps in learning in writing, they are not so clear in mathematics. This is because marking, which is excellent in English, is inconsistent and targets are not made as clear for pupils in this subject.

Parents and carers, staff and governors are fulsome in their praise of the new

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headteacher. They are convinced that strong leadership has been the key to recent rapid improvement. Leaders and managers are focused on improving outcomes for pupils and this is made clear to all. The school has robust and thorough systems for checking pupils' progress and provision, which has ensured an accurate picture from which the good quality improvement plan provides an effective tool for further development. For example, the school's priority to close the gap in pupils' performance between reading and writing is becoming increasingly successful. Even so, opportunities for pupils to practise writing in other subjects, such as science and history, are comparatively limited. Leaders regularly monitor the work of the school and this has been effective in securing consistently good teaching and progression in learning from one class to the next. These features demonstrate that the school has a good capacity to secure further improvement.

What does the school need to do to improve further?

- Lift the quality of teaching and learning from good to outstanding by:
 - providing more opportunities for pupils to practise writing across the curriculum
 - strengthening pupils' mental calculation skills
 - making sure that pupils are clear about their next steps in learning, particularly in mathematics, by ensuring that marking focuses on lesson objectives and future targets.

Outcomes for individuals and groups of pupils

2

Pupils in all classes show positive attitudes to school and learning. They are attentive, cooperative and keen to do well. Pupils of all groups make good progress throughout the school. Although results in the Year 6 tests were average last year because the cohort had significant numbers of pupils with special educational needs and/or disabilities, outcomes were above average in 2010 and current Year 6 pupils are on course to equal those standards. Their learning accelerated rapidly this term due to the outstanding teaching in the upper Key Stage 2 class. Pupils enjoy the tasks they are given; they often set to work quickly and concentrate well. This was evident in an outstanding literacy lesson when pupils were learning about persuasive writing. Because the teacher made learning interesting and lively, the pupils thoroughly relished the task of writing material for selling houses. The most able pupils wrote sophisticated brochures using a wide range of persuasive techniques derived from the list of success criteria developed by the class. Pupils occasionally become frustrated when they realise their mental mathematical skills are not strong enough for what they want to do. For example, a group of Year 5 pupils knew what to do to complete a tricky problem, but they were hampered because limitations in their mental multiplication skills hindered their rapid completion of the task. Pupils with special educational needs and/or disabilities are also keen to do well. They enjoy opportunities to work with the teaching assistants to boost their literacy and numeracy skills. In consequence, they make good progress towards their targets.

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Pupils' behaviour is good. They are confident that adults will help them should any problems occur. Visits from local emergency services, concentration on road safety when coming to school on foot, and advice on keeping safe when using computers ensure that pupils have an excellent awareness of how to keep themselves from harm. A wide range of sporting activities and two national awards are a testament to the school's success in promoting a healthy and active lifestyle. Pupils take on responsibility eagerly. Older pupils enjoy minding the school office at lunchtimes and they help younger pupils by being play leaders. The popular school choir sings in the local community. Charity fund-raising, celebration of festivals from a wide variety of cultures, links with the local church and the school's international projects support pupils' good spiritual, moral, social and cultural development. By the time that they reach Year 6, they become confident and mature young people who are prepared well for their move to secondary education and life beyond.

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	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Secure and positive relationships characterise all classes, and teachers' good-quality explanations aid learning. Pupils say that they enjoy working collaboratively and staff ensure that there are many opportunities for them to work in pairs and small groups. In a good-quality mathematics lesson, for example, pupils were finding fractions of numbers. Working in small groups, they supported and helped each other to solve quickly fraction problems with missing numbers. The good focus on strengthening

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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assessment is paying dividends because close tracking of pupils' progress enables any pupils that are in danger of slipping behind to be identified early and good programmes of support to be put into place. This is particularly the case for pupils who have learning difficulties, but it is a strategy increasingly used for pupils in Years 3 to 6 to boost their learning either individually or in small groups. However, there are inconsistencies in the marking of pupils' work. Although always thorough and supportive, in mathematics it is not focused sufficiently well on steering pupils towards clear improvement targets.

The curriculum is imaginative and creative and has been organised well to meet the needs and interests of the pupils. Pupils have many opportunities for practical learning, for example when making biscuits as a mathematical weighing activity during the inspection. However, the school recognises that more opportunities for writing across the curriculum need to be planned into the good range of topic themes. There has been a significant improvement in provision for gifted and talented pupils and this is now of good quality. Regular events are organised, for example the recent 'brain' week, which was led by a neurologist from London University. In addition, regular mathematics opportunities are provided in two partner secondary schools as well as lunchtime clubs such as chess. Provision is further enlivened by a good range of additional activities.

The school gives excellent priority to its care, guidance and support of pupils. The school environment is welcoming and stimulating. A number of parents and carers of pupils with special educational needs and/or disabilities made very positive comments about how their children were being supported exceptionally well. There are excellent arrangements for supporting pupils and their families whose circumstances make them vulnerable and this enables these pupils to take a full part in the life of the school. Transition arrangements are smooth and effective, both for children commencing in the Reception Year and also for the many that transfer into the school during their primary career.

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	1

How effective are leadership and management?

The headteacher has given a clear educational direction since his arrival four terms ago, and his determination is shared and complemented by all the staff. Morale is high and teamwork close. The result has been improvements in provision, particularly in teaching, through sharing good practice and building teaching capacity. Good-

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quality subject leader action plans are the result of close monitoring of provision and learning by staff with responsibilities. These ensure that the staff are actively involved in evaluation of how the school is improving. The promotion of equal opportunities is central to the school's work and its success is demonstrated by how well all groups of pupils achieve. The school is a cohesive community. It enjoys a fruitful partnership with a contrasting school in Farnborough with the school councils working in partnership. In addition, pupils have exchanged letters and photographs with a school in Uganda; all these features help to extend pupils' perspectives. The governing body supports and challenges the school well. Recent improvements in governance have included the close monitoring of lessons to ensure that governors have a good understanding of the school's provision and pupils' achievement. Governors also ensure that all safeguarding and child procedures meet requirements very well and that staff vetting procedures are robust.

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	1
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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

There is a bright and busy atmosphere in the Reception class, indicating that the children are enjoying their learning. Children settle well because there are excellent induction arrangements which mean that children soon learn the routines of the classrooms. Their confidence is aided through the care shown by the teacher who listens attentively to them. She ensures that activities are interesting and invariably linked to the current learning theme. Because cohorts are small, children enter the class with a range of skills and abilities. Overall, they tend to be at expected levels. However, the current Reception children's abilities are above those typically found, particularly in their communication, language and literacy and personal and social skills. Children make good progress in all the required areas of learning because the

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provision of activities and opportunities is good. Furthermore, the teacher ensures that there is a good balance of activities that the children choose for themselves and also those that she directs. Assessments are thorough and used well to plan future activities. Children thrive on the resulting challenges, for example when they were writing labels for their constructions both indoors and outdoors, and also when learning about ordering numbers using ten green bottles. The teacher knows the children well and takes the time to hear their thoughts and concerns and those of their parents and carers. As a result, there are positive relationships and children make good progress in their personal, social and emotional development. In consequence, a majority of children attain the expected goals on entry to Year 1 and some exceed them.

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

A higher than normal proportion of parents or carers completed the questionnaire. Those responding, supported by a group of parents and carers who met an inspector, were unanimous in their support of the school in 11 of the 13 questions asked. Many positive comments were made that focused, in particular, on the following:

- improvements made since the arrival of the new headteacher
- the strength of the partnership the staff enjoy with parents and carers
- the care and concern showed by staff to pupils
- the support given to pupils with special educational needs and/or disabilities
- the positive ethos of the school
- the children's enjoyment of school and learning.

There were no significant areas of concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lockerley Church of England Endowed 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 88 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	85	7	15	0	0	0	0
The school keeps my child safe	39	85	7	15	0	0	0	0
The school informs me about my child's progress	21	46	24	52	1	2	0	0
My child is making enough progress at this school	26	57	19	41	0	0	0	0
The teaching is good at this school	36	78	10	22	0	0	0	0
The school helps me to support my child's learning	28	61	17	37	0	0	0	0
The school helps my child to have a healthy lifestyle	34	74	12	26	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	41	22	48	2	4	0	0
The school meets my child's particular needs	33	72	13	28	0	0	0	0
The school deals effectively with unacceptable behaviour	34	74	12	26	0	0	0	0
The school takes account of my suggestions and concerns	33	72	13	28	0	0	0	0
The school is led and managed effectively	43	93	3	7	0	0	0	0
Overall, I am happy with my child's experience at this school	42	91	4	9	0	0	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.



25 November 2011

Dear Pupils

Inspection of Lockerley Endowed Primary School, Romsey, SO51 0JG

I am writing to thank you for your help when we came to visit your school and also to tell you what we found. We enjoyed our visit and we were pleased to see how you enjoy school. I particularly liked listening to the choir prepare for the church concert. Your singing was beautiful!

Yours is a good school, and you are helped to learn well because the adults look after you exceptionally well and their teaching is good. We were impressed with how well you get on together. Your behaviour is good and you have an outstanding understanding about being safe and a good understanding of the importance of being healthy. We think that your headteacher is doing a good job and he is helped by all the staff. They are always checking on how well you are doing because they want you always to do as well as you can. Your parents and carers said how much they value what the school provides for you and they work very closely with the staff for your benefit.

Even in a good school like yours, there are things that can be improved. We have asked your headteacher and the governing body to make lessons even better by ensuring that you get lots of opportunities to practise your writing in many subjects. We have also asked that your mental calculation skills are improved. Finally, we want your teachers to make sure that you know your targets for mathematics really well. They can help you by making sure that their marking of your work is as excellent in mathematics as it is in English. You can help by looking carefully at what the marking tells you.

Thank you for taking time to talk to us and welcoming us to watch your lessons. We hope that you continue to find your time in school enjoyable.

Yours sincerely

Keith Sadler
Lead inspector

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