

Littleham Church of England VC Primary School

Littledown Close, Exmouth, Devon, EX8 2QY

Inspection dates 29–30 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, leaders, managers and governors are very well focused on school priorities and are driving improvement well. As a result, the quality of teaching and pupils' achievement continue to improve.
- Pupils currently in the school make good progress from their starting points because they fully engage with their lessons, are appropriately challenged and teachers expect them to do well. Their achievement in reading and writing is particularly good.
- The action taken to improve teaching through robust monitoring has been very effective; teaching is consistently good.
- Teachers know the pupils very well, giving them confidence and a keenness to do well. A thorough check on progress ensures that teachers know exactly how well pupils are doing and quickly give them some additional help if they need it.
- Children settle very quickly into the Early Years Foundation Stage. They are given things to do that interest and excite them. Every opportunity is taken to develop their speaking skills and widen their vocabulary.
- Behaviour is good; pupils are polite and well mannered. They participate enthusiastically in lessons.
- Parents are confident the school works hard to keep their children safe and takes good care of them.
- A particular strength of the school is that every opportunity is taken to promote pupils' spiritual, moral, social and cultural development based on Christian values and the school's strong emphasis on tolerance and mutual respect.

It is not yet an outstanding school because

- The teaching of, and pupils' progress in, mathematics through the school are not as consistently good as in reading and writing.
- Marking does not always help pupils to see what they need to do to improve.

Information about this inspection

- The inspector visited 14 lessons, most of which were joint observations with the headteacher. She also made a number of other shorter visits to lessons.
- Meetings were held with a group of pupils and other pupils were spoken to during lessons and break times.
- The inspector held meetings with school staff, including senior and middle leaders.
- The inspector met with members of the governing body and spoke informally with a number of parents as they brought their children to school. She also held a telephone conversation with a representative from the local authority.
- The inspector heard children read, observed morning playtime and lunch breaks, and attended one assembly.
- Pupils' work was scrutinised including the 'learning journeys' of the youngest children. Displays around the school were also examined.
- Note was taken of the 12 responses to the staff questionnaire, the 21 responses made to the online questionnaire (Parent View) and one additional telephone conversation from a parent. The inspector also consulted the school's own 2013 survey of parents' views.
- A range of documents was looked at, including the school's data on pupils' progress, lesson planning, school self-evaluation and monitoring documentation, as well as records relating to behaviour, attendance and safeguarding.

Inspection team

Anne Wesley, Lead inspector

Additional Inspector

Full report

Information about this school

- Littleham is a much smaller than the average-sized primary school. It has four classes, one for children in the Early Years Foundation Stage, one for Year 1 and Year 2, one for Year 3 and 4 and one for Year 5 and 6.
- Currently, there are very few pupils from ethnic minority groups or who speak English as an additional language.
- An above average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils supported at school action and school action plus is well above average. The proportion of pupils with a statement of special educational needs is also well above average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and raise achievement in mathematics to match that in reading and writing by:
 - encouraging pupils to demonstrate their understanding of their calculations
 - ensuring that pupils use their mathematical knowledge regularly to solve problems.
- Improve the quality of marking in all subjects so that pupils know clearly how to improve their work and give them time to respond to the advice.

Inspection judgements

The achievement of pupils is good

- There are a small number of pupils in each year group so the results at the end of Key Stages 1 and 2 vary from year to year. However, pupils make good progress across the year groups from their individual starting points and the most able are appropriately challenged to ensure they too make good progress.
- Children enter the school with skills and knowledge much lower than is typically seen for their age. Their early language skills are especially low. During their time in the Nursery and Reception classes they make good progress, particularly in speaking and listening. This is because all adults encourage children to explain or describe more fully and will not accept just one or two word answers. One child could not start making his gingerbread man until he explained why he thought he had to take his Snow White outfit off. 'It wouldn't be nice covered in flour.'
- Teaching phonics (the link between letters and sounds) has a high priority; as a result, pupils can sound out new words with confidence. In the latest national phonic screening check for six-year-olds the results were well above the national average.
- Throughout the school, pupils are taught to read well and clearly enjoy reading. Teaching assistants ensure books are changed frequently. The teachers work hard to encourage pupils to read more frequently at home; gradually, this is becoming more successful.
- Good progress continues through Key Stage 1, with particularly strong progress in writing. Achievement in writing is a real strength throughout the school. Teachers place great emphasis on preparing the pupils well before they start writing so that even those most reluctant to write are enthusiastic about their tasks. Pupils in Year 4 were very keen to write the instructions for how to mummify a body, so that their enthusiasm for the task quickly drew them into the technicalities of writing good instructions.
- The levels reached in mathematics are not as good as reading and writing, but progress is accelerating; currently, progress is almost as strong in mathematics as well as the other two subjects. However, pupils are not regularly demonstrating their understanding of calculations or regularly using their mathematical knowledge to solve problems. This was confirmed during the inspection by looking at the pupils' books and observing the pupils in lessons. Teachers work together to monitor the progress of all pupils, with the result that support is quickly targeted where it is needed. The support is delivered by skilled teaching assistants. Therefore, disabled pupils and those with special educational needs also make good progress.
- The good progress of pupils supported by pupil premium funding demonstrates the positive impact of this support. The gap between these pupils and their peers is wide, especially in early communication skills as they enter Key Stage 1. By the end of Year 2, it has begun to close. However, in tests at the end of Year 6 in 2013, these pupils achieved as well as others in the group, demonstrating further narrowing of the gap.

The quality of teaching is good

- The quality of teaching, including in literacy and mathematics, is consistently good. Discussions with pupils and a scrutiny of the work in their books show that teaching has been typically good over time.
- Pupils engage well with their lessons and the good pace of teaching ensures high levels of interest and engagement. Pupils respond very well to the challenges set for them by adults. For example, in a Year 3 lesson the pupils were working on halving numbers. The majority were being taught how to divide two digit numbers and a small group used practical apparatus to halve small numbers. However, the most able were being challenged to work out a way for themselves to halve four figure numbers; they did this very successfully.
- The strong emphasis made in encouraging the children in the Early Years Foundation Stage and

Key Stage 1 to talk about stories and experiences ensures they have plenty to write about and so can make faster progress.

- The accelerated progress in writing has been the result of the teachers using a consistent approach to inspire and encourage pupils to be 'good writers'. Teachers regularly use high quality children's literature as the starting point for writing, which is very effective. In a very good English lesson in Year 6, pupils were using good descriptive passages to extend their own vocabulary and then write their own similes.
- Teachers use assessment well. For example, in one Year 2 mathematics lesson, the class teacher had adapted her plans and was working specifically with a group she had noted had become confused about telling the time. She very successfully put right their misunderstanding so that they could continue to make progress.
- Pupils have their own targets in numeracy and literacy. This is often reinforced in their exercise books where teachers' marking shows them where they have been successful; however, it does not consistently show them what they need to do next to improve their work.
- Pupils' spiritual, moral, social and cultural development is continually being developed, specifically through the curriculum, for instance in religious education lessons. Pupils are often asked to reflect on what they have learned and how it might affect them; having read about Jewish people fasting, they were asked how they might feel if they had to fast.
- Teaching assistants provide good and, at times, outstanding support for disabled pupils and those who have special educational needs, as well as those who are known to be eligible for the pupil premium by working with them in class, on individual programmes or in small groups.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. There is a very welcoming atmosphere throughout the school. Pupils are polite, courteous and get on well with each other and adults. They enjoy school and are keen to learn.
- Teachers and teaching assistants establish very good relationships with their classes and manage pupils' behaviour very effectively. As a result, pupils are happy to contribute to lessons and listen well to each other.
- There is a consistent approach to managing behaviour throughout the school, with a positive reward system which is appreciated by the pupils.
- The children entering the Early Years Foundation Stage learn the rules of good behaviour quickly. The youngest children watch and learn from the older ones in the class who show maturity as they concentrate on tasks, persevere with activities and collaborate well with each other. As they were dressing up to go into the 'castle', an older child patiently explained to one of the youngest how everyone had to learn to take turns. 'That's the rules!'
- Individual support programmes are in place for a small number of children who may display challenging behaviour. These pupils are supported by a team of professionals incorporating help from agencies outside the school. As a result, the behaviour of this small group of pupils has shown a marked improvement. There is minimal disruption to their learning and to the learning of others.
- The school's work to keep pupils safe and secure is good. Pupils understand potentially harmful situations, including the misuse of the internet and mobile phones. They would know how to act if something seemed dangerous and know that help is on hand should they need it.
- Pupils are aware of the different forms bullying can take, and pupils, parents and staff agree that bullying is rare. Playtime is a pleasant social occasion, enjoyed by the pupils, who say, 'We have lots of friends and usually all get on together.'
- Pupils are often asked to reflect on how their behaviour can affect other people. Time is taken to discuss any issues which may have upset some pupils. This sustained consideration of each other's views and discussion about how issues can be resolved demonstrate the priority given to pupils' spiritual, social and moral development.
- The school promotes equality of opportunity, positive relationships and tackles discrimination

rigorously. The staff ensure all pupils are given the chance to succeed and teach them to accept and celebrate differences.

- Attendance is improving and is now just above average. This has been achieved through effective systems of rewards and sanctions. Much time has been invested with a small group of parents, with the result that the incidence of persistent absence has been effectively reduced and there are far fewer pupils arriving late for school.

The leadership and management are good

- The headteacher has inspired the whole staff team, who all work very closely together, so that there is a consistency of approach which is taking the school forward.
- Leaders at all levels, including middle leaders and the governors, have a fierce ambition for improvement and consistently set high expectations for pupils' achievement and the quality of teaching. Consequently, the school has continued to improve since the previous inspection and has demonstrated the capacity to improve even further.
- The school knows its strengths and weaknesses well through very systematic and rigorous checking of pupils' progress and the quality of teaching by the school leaders. The headteacher has a very clear picture of what must be done next. The checking of progress and quality of teaching has been further improved by the well developed role of the senior leaders who share the task with the headteacher. All findings are reported to governors, who then plan focused visits to school accordingly. Recently, one governor observed the new initiatives to help some pupils in mathematics. She could then report the success of these measures to fellow governors.
- Leaders check the progress of pupils regularly, and assessments of pupils' progress are used to plan future work and to target where additional support is required. This is monitored carefully to make sure it has the best effect on how well pupils do. The progress of every pupil is carefully checked. Particular attention is paid to those pupils who are entitled to pupil premium funding. Governors are aware that the money is used well as it also ensures that some of the funding is used to pay for trips which are part of the curriculum.
- Effective performance management provides support, constructive criticism and appropriate training for the teachers' work in the classroom. The teachers are aware of the relationship between performance management, promotion and salaries.
- The school has been involved with the local authority in a programme of intensive support; this support is now reduced because of the success of the school's own improvement plan. Currently, the local authority provides light touch leadership support if requested.
- Pupils' learning is enriched by a wide-ranging and interesting variety of subjects and activities, including opportunities to take part in day trips relating to their lessons as well as a residential trip for older pupils. Currently, all pupils are being given the opportunity to learn to play a musical instrument.
- Leaders make good use of the primary school sports funding. For example coaches are employed to offer free after-school sports clubs which ensure that there is a greater participation in a wide range of sports activities. Training for teachers supports play leaders working at lunchtimes; this encourages pupils to adopt a healthier lifestyle.
- Pupils' spiritual, moral, social and cultural development is promoted well, including ensuring the strong links with parents and the church community are maintained. The school's ethos of care and support, valuing and including all pupils, as well as promoting their self-esteem and aspirations, ensures that there are equal opportunities for all. The school also deals sensitively with their families and the difficulties that some of them face.
- **The governance of the school:**
 - The governing body has developed clear procedures to hold the school to account, questioning and challenging the headteacher as it focuses effectively on raising standards and improving the quality of teaching. Governors check that pupil premium funding is used effectively to promote pupils' progress. Together with the headteacher, governors have taken decisive action to improve the quality of teaching and establish a team of good teachers

whose performance is clearly assessed and whose training needs are met. As a result, salary progression is dependent on how well pupils achieve. Governors understand the published data on the school and ensure that the income received through pupil premium is spent to raise the attainment of the pupils for whom it was intended. Governors take part in training courses to ensure they are fully up to date with all their areas of responsibility. They ensure that their statutory obligations are fully met, including safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113370
Local authority	Devon
Inspection number	440999

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	124
Appropriate authority	The governing body
Chair	Sandy MacQueen
Headteacher	Duncan Nelmes
Date of previous school inspection	29–30 March 2011
Telephone number	01395 266535
Fax number	01395 225494
Email address	admin@littleham.devon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 2014

