

Littleton Green Community School

Colliers Way, Huntington, Cannock, WS12 4UD

Inspection dates 20–21 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Pupils make good progress and achieve well, particularly at Key Stage 2. Standards are rising. Differences in achievement between groups of pupils are reducing.
- The quality of teaching is at least good and some is outstanding; it ensures pupils' good progress.
- Children in the Early Years Foundation Stage have a good start to their education and achieve well.
- Pupils enjoy school, are happy and safe and behave well. The headteacher has built a strong staff team who have created a culture in which good teaching and behaviour thrive, leading to pupils' good achievement.
- Governors are strongly focused on driving the school forward. They check the work of the school robustly and have an accurate view of its performance. Their work has a clear impact on raising achievement.
- Provision for pupils' spiritual, moral, social and cultural development is good. They are well prepared for secondary school.
- Disabled pupils and those who have special educational needs are supported well and make as much progress as other pupils.

It is not yet an outstanding school because

- Teachers do not consistently make sure that pupils correct marked work and learn more from improving it.
- The school's systems for tracking pupils' progress do not fully enable teachers to react quickly when individuals, including the more able, are not making the progress intended.
- The work teachers set is not always challenging for all abilities, particularly in Key Stage 1.

Information about this inspection

- The inspectors saw 16 lessons and part lessons, six of which were observed jointly with the headteacher or deputy headteacher.
- The school's work was discussed with teachers, four members of the governing body and a number of parents. There were also discussions with pupils, a consultant headteacher who has been employed to support the school and a representative from the local authority.
- There were too few responses to the online questionnaire (Parent View) to give a reliable picture of parents' views. However, the inspectors took account of a recent survey of parents' views undertaken by the school.
- The questionnaire returns of 40 staff members were considered.
- The inspectors examined a wide range of documentation which included: national assessment data showing pupils' achievement and the school's own assessments; minutes from governing body meetings; the school's own view of its work; information on the range of what is taught; and safeguarding documents.
- Inspectors examined samples of pupils' work and listened to them read.
- The inspection was conducted during the school's sports week, at which time the routines of the school were different from the usual timetable.

Inspection team

Matthew Spours, Lead inspector

Additional Inspector

Linda Brown

Additional Inspector

Lesley Else

Additional Inspector

Full report

Information about this school

- This is a larger-than-average primary school.
- The school meets the current government floor standards. These are the minimum standards set for pupils' attainment and progress.
- The school shares its site with an independently managed children's centre. The centre premises are managed by the same governing body, but is inspected separately by Ofsted.
- The school has a Nursery on site managed by the governing body. The provision for children aged two years nine months and older was inspected during this inspection.
- The proportion of pupils eligible for the pupil premium is above average. The pupil premium is extra funding for pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportions of disabled pupils and those who have special educational needs at school action, school action plus or with a statement of special educational needs are above average.

What does the school need to do to improve further?

- Make teaching consistently outstanding by:
 - providing pupils with more opportunities to correct and improve their work
 - planning a wider range of challenging activities in lessons, particularly at Key Stage 1
 - refining tracking systems to enable teachers to know directly when individual pupils, particularly the more able, are not making rapid progress so swift action can be taken to make sure they do.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement is good because they make good progress from their different starting points, which are low compared to what is typical nationally. They reach standards of attainment which are broadly in line with the national average by the end of Year 6. In 2013, attainment was average in mathematics and writing and lower in reading. Progress over Key Stage 2 was good, especially in mathematics.
- Pupils make good progress because weaknesses in teaching have been tackled effectively. The attitudes and enthusiasm of pupils show their constant sense of purpose and underpin a strong learning culture. The school's reliable tracking information shows that pupils in all year groups are in line to reach challenging targets for progress, and results for the current Year 6 in 2014 are predicted to exceed those attained in 2013.
- Disabled pupils and those who have special educational needs make good progress because of the good teaching they receive. Pupils commented that they also feel happy and have gained confidence in social situations because of the additional support they receive.
- The more-able pupils make progress at least in line with those expected nationally. Occasionally, their progress slows when teachers do not react quickly in recognising progress is not rapid enough in lessons.
- In 2013, Year 6 pupils eligible for the pupil premium attained standards below those of other pupils by, on average, four terms in reading and mathematics and two and a half terms in writing. Currently, funding is being used much more effectively to provide additional support in all year groups and eligible pupils are making similar progress to that of others. A small gap in attainment remains but the difference is small.
- Children make consistently good progress in the Early Years Foundation Stage, whatever their starting points. The good teaching they receive has a sharp focus on early teaching of communication and number skills and pupils enter Year 1 working closer to average standards in most skills.
- Reading is a key focus for the school. Standards of reading, while lower than national averages are improving steadily over time. A coordinated approach to the teaching of reading across the school and the range of extra activities and additional support for those who need it encourage pupils' participation in reading.
- The school has made good use of the extra funding made available by the government to support school sport. Pupils now have access to regular swimming lessons and pupils' confidence and skills in a range of sports is developing well. The participation in school sports clubs is increasing and the pupils are able to explain clearly why exercise and healthy diet choices are important.

The quality of teaching is good

- Teaching is at least good in both English and mathematics and, at times, outstanding, because leaders have successfully developed teachers' skills. For example, questioning encourages pupils to think more deeply and explain their responses fully. Consequently, pupils are able to evaluate

the ideas considered and make better progress in using them.

- Pupils' progress in reading is boosted by the school priority to put reading at the centre of learning. Pupils can select from an extensive collection of books and learn how to gain the information they need. They are increasingly confident to read and enjoy fiction. For example, pupils are confident when regularly meeting their 'reading buddy', from a different year group, to help support their reading and compare progress.
- Effective teaching ensures that pupils' attitudes and enthusiasm for learning are very positive and help them to persevere and enjoy their work in school. Homework is set and completed regularly. Some pupils said they would welcome more. Less-able readers are just as enthusiastic as good readers to persevere with improving their skills.
- Teaching and support staff know pupils well and are very sensitive to their particular personal and learning needs. Pupils feel safe and confident to learn as a result. They cooperate well with adults, help each other, and do their best in lessons so that most make consistently good progress.
- Positive and supportive relationships between staff and pupils are well established so that most pupils develop into confident learners. For example, in excellent literacy work in Year 5, a group of less-able pupils were able to discuss the key features of a biographical text with clarity and create a biography of David Beckham.
- Teachers mark and assess pupils' work regularly. Pupils are competent to check their own and each other's work against clear success criteria and gain more knowledge and deepen their understanding. However, teachers do not always make sure that pupils correct marked work, understand how to improve it and give them time to do so in order to support faster progress.
- Learning is usually challenging for all abilities. For example, in Year 6 mathematics, pupils developed their reasoning and number skills well. The teacher's carefully constructed set of activities and excellent questioning enabled pupils to learn how to apply their mathematical knowledge to plan a trip to a sporting event and achieve the best value, in terms of time and money.
- Some weaknesses remain in teaching. Teachers do not always provide tasks which stretch pupils' thinking or help them to develop ideas sufficiently well. As a result, progress for some is not as rapid as it could be, particularly in Key Stage 1.
- Teachers' tracking of pupils' progress is not fully effective. The most up-to-date information on pupils' progress is not always to hand and, occasionally, teachers do not react quickly enough when individual pupils are not making rapid progress in lessons. In these situations, some pupils, including some of the more able, achieve less than they could in that lesson.
- The quality of teaching and learning in the Early Years Foundation Stage gives children good opportunities for indoor and outdoor work, including play. High expectations are held for the children's behaviour and learning and they respond well. The children and younger pupils in Key Stage 1 thoroughly enjoy learning to read. Their reading skills are improving. Their knowledge of the sounds letters make (phonics) and their ability to link them together to read and write in the Reception class are built upon successfully in Key Stage 1.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are polite and respectful to each other and adults. They work hard in lessons and always want to achieve their best.
- Pupils work well together and are often able to concentrate well without adult encouragement to stay on task.
- Pupils are very mindful of others' different backgrounds and circumstances and show mature understanding of different cultures.
- The staff are good role models for proper conduct across the school. Pupils have opportunities, such as to be 'pupil ambassadors', which are helping them to aspire to – and achieve – good levels of confidence and behaviour.
- The school's work to keep pupils safe and secure is good. Leaders make sure that access to the school is secure and that staff are only appointed after rigorous checks on their suitability. Pupils are aware of how to stay safe online and of potential dangers outside of the school.
- Pupils are very clear that there is very little bullying at the school and understand the difference between bullying and 'falling out'.
- Attendance is currently improving and usually close to the national average. Most pupils attend regularly.

The leadership and management are good

- The headteacher has a clear vision for even better achievement and teaching. School improvement planning is well directed, based upon accurate self-evaluation, to secure further improvement.
- Leaders are not complacent and fully recognise the school's value to the local community and are totally committed to its success. Staff and governors are a strong team and work energetically to provide the best opportunities for all pupils.
- Issues from the previous inspection are being dealt with well. For example, teachers' use of questioning and a wider range of activities to involve pupils in their own learning is resulting in a faster pace of learning for most of them.
- Teachers are aware that checks on their work are underpinned by the national *Teachers' Standards*, and that they are accountable for pupils' progress. Training for teachers to improve their skills, especially how to match activities to the most up-to-date information on pupils' learning, continues to play an important part in improving teaching.
- The support from the local authority has reduced over time because it recognises the school's improvement. It has supported leaders at all levels well and is helping them to keep standards in focus. There is confidence across the staff that, under current leadership, the drive for further improvement is secure.
- There are many learning opportunities, in addition to the subjects that pupils study, that engage

them and support their learning – such as, gardening, charity work, studies of other cultures and caring for small animals such as chickens.

- Subject leaders work closely with senior leaders and have a common approach to quality assuring teachers' work and to planning improvements. These arrangements effectively hold teachers to account for the progress pupils make.
- The physical education curriculum has been strengthened as a result of the effective use of the primary school sports funding, which provides for activities before and after school, as well as raising the level of teachers' skills. Pupils enjoy a good selection of clubs after school.
- **The governance of the school:**
 - Governors work closely with school staff and offer good support, as well as gaining a good knowledge about how well the school works. They analyse assessment data and check pupils' progress regularly, taking a particular interest in the progress of the most-vulnerable pupils.
 - Governors regularly visit the school and talk to teachers and pupils about teaching and learning and use this information to inform their discussions with each other and the headteacher.
 - The governing body has a clear understanding of teachers' performance in enabling pupils to make progress and achieve well and make sure this is linked to salary progression. Governors understand how the management of teachers' performance is used to improve their classroom practice.
 - The governing body manages school finances efficiently and carefully checks the spending of pupil premium funding and the impact it has on eligible pupils' achievement. They are well aware of the impact of the use of the primary school sports funding on pupils' health and physical well-being.
 - Arrangements for safeguarding pupils meet all requirements and are highly effective in ensuring that pupils feel safe and well cared for in school.
 - The governors make every effort to recruit more governors, particularly parent governors.

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	124088
Local authority	Staffordshire
Inspection number	442567

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	351
Appropriate authority	The governing body
Chair	Norman Snell
Headteacher	Lynn Small
Date of previous school inspection	12 February 2013
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