

Littletown Primary Academy

Honiton Bottom Road, Honiton, EX14 2EG

Inspection dates 02 – 03 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	Select
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The recently appointed headteacher provides clear, determined leadership. She is well supported by leaders and managers at all levels, including governors, to further improve the progress of all pupils. Leadership and management are good.
- Governors visit the school regularly to support and monitor the effective work taking place. They are well informed and capably challenge senior staff in significant areas.
- As a result of good teaching overall, pupils are now making fast progress from their starting points. Pupils achieve well in writing and mathematics, but in particular reading. A systematic approach to teaching phonics (the sounds linked to letters) and early reading support throughout the school encourage pupils' enjoyment of books.
- Disabled pupils and those who have special educational needs receive effective support from teachers and teaching assistants. Consequently, they make good progress.
- Early years provision for children in the Nursery and Reception is good. Children enjoy their learning opportunities and achieve well, leaving the early years well prepared for Key Stage 1.
- The school promotes pupils' spiritual, moral, social and cultural development very successfully. Pupils learn to value and respect everyone equally and are well prepared for life in modern Britain.
- The topics pupils study are exciting and well planned. The considered use of sports premium funding has had a positive impact on pupils' opportunities and healthy lifestyles throughout the school.
- Pupils are safe and well looked after. Their behaviour is typically good. Pupils are polite, care about one another and are proud of their achievements.
- Parents are highly positive about all that the school provides.

It is not yet an outstanding school because

- Disadvantaged pupils' progress in mathematics at Key Stage 2 is slower than that of other pupils in the school and nationally.
- The marking of pupils' work is inconsistent in quality and is not always effective in helping pupils to improve.
- Occasionally, the work provided for pupils in lessons, particularly for those who are most able, does not challenge them sufficiently to ensure they reach the highest standards of which they are capable.

Information about this inspection

- The inspection team visited 31 lessons and part lessons, two of which were observed jointly with the headteacher.
- Inspectors looked at pupils' books, talked to them about their work and listened to a small number of pupils from Years 1, 2 and 6 reading.
- Meetings were held with the governing body, including the Chair of Governors, senior leaders, pupils and a group of parents.
- Inspectors analysed a wide range of documents and policies, including the school's own information on pupils' current progress and the school's self-evaluation and improvement plan. They also examined records relating to behaviour, attendance and safeguarding.
- Inspectors took account of the 100 responses to the online questionnaire (Parent View) as well as the 43 responses from staff to the inspection questionnaire and two letters from parents.

Inspection team

Matt Middlemore, Lead inspector	Additional Inspector
Nicola Berry	Additional Inspector
Joseph Skivington	Additional Inspector

Full report

Information about this school

- Littletown Primary Academy opened in February 2012. When its predecessor school, Littletown Primary, was last inspected by Ofsted, it was judged to be good overall.
- This school is larger than the average-sized primary school. Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The proportion of pupils eligible for additional funding from the pupil premium is below the national average. This funding is for children who are looked after by the local authority as well as for those who are eligible for free school meals.
- The school operates a breakfast club.
- Children attend the Nursery on a part-time basis and Reception full time.
- The school meets the government's current floor standards, the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The new headteacher was appointed in January 2015.

What does the school need to do to improve further?

- Improve further the quality of teaching and pupils' achievement by:
 - ensuring that the activities which teachers plan for lessons always have the right level of challenge, particularly for the most able, so that pupils have regular opportunities to reach their full potential
 - improving teachers' marking and assessment so that pupils know how well they have done and act upon the guidance given to improve their work.
- Continue to raise the attainment and rates of progress of disadvantaged pupils in Key Stage 2 so that the gap between their achievement in mathematics and that of other pupils in the school and nationally narrows more rapidly.

Inspection judgements

The leadership and management are good

- The new headteacher has made a positive impact on the school in a short time. She knows exactly how to improve the school and has taken swift and effective action to do so. As a result, there is a whole-school ethos where staff recognise that the quality of teaching, pupils' progress and behaviour can improve still further.
- Senior leaders have an accurate view of the school's strengths and the areas it needs to improve. They quickly recognised that, in recent years, the quality of teaching and rates of pupils' progress, especially in Key Stage 2, were not good enough. Consequently, senior leaders have devised clear plans for improvement, which concentrate on the right areas.
- Middle leaders are well trained and have good knowledge of pupils' progress. They have ambitious plans to further develop their areas of responsibility through training and developing close links with a wide network of schools.
- The leadership of teaching is effective. Leaders' robust and systematic checks on the work of teachers ensure good quality learning for pupils and any need for further staff training.
- Staff morale is high and all say that they are well supported by senior leaders. Teachers have clear targets linked directly to school improvement and all are keen to improve their skills and expertise. Pay awards for teachers are closely linked to how well pupils are progressing.
- Pupils enjoy the new learning programmes which the headteacher has introduced. Pupils report that they now enjoy a wide variety of activities to support their learning. Pupils recently visited the local heritage centres and national museums to enhance their experiences further. Pupils in Key Stage 2 attend residential visits, including to the Houses of Parliament, to help them learn more about democracy and rule of law. They learn about British values and British history through various elements in the subjects they study. For example, pupils were proud to report that they had painted pictures of all the prime ministers throughout British history.
- Pupils' spiritual, moral, social and cultural understanding is very well developed through assemblies, visitors from the local church and visits to the cathedral. Links to schools in Africa help pupils gain a wider perspective of the beliefs and lifestyles of others much further from the school.
- Leaders use the pupil premium funding effectively to raise pupils' achievement in Key Stage 1. By the end of Key Stage 2, gaps are closing quickly in reading and writing. Leaders recognise, however, this is not the case in mathematics and are reviewing how to continue to close the gap at a faster rate.
- Leaders ensure that additional primary sports funding is used effectively to improve the provision, pupils' attitudes to sport and their physical education skills. It also helps to promote healthy lifestyles, and to develop pupils' sporting talents. Pupils were particularly pleased to have won the local swimming gala and are currently county gymnastic champions. The physical education leaders are developing this aspect of the school's work effectively.
- Staff are well trained and safeguarding meets statutory requirements. There are effective arrangements in place to ensure that pupils are protected. The school continually promotes equality of opportunity and prevents discrimination by making sure that every pupil achieves as well as they can.
- Responses from the online Parent View questionnaire, and parents spoken with during the inspection, were extremely positive about the school, especially about recent improvements.
- **The governance of the school:**
 - Governors are very well informed about their school and take their responsibilities very seriously. They regularly have training that has enabled them to have a generally accurate view of the strengths and weaknesses of the school.
 - Governors have a good overview of the systems for monitoring performance and how these impact upon the school improvement plan. They understand about rewarding good teaching and tackling underperformance. Regular visits to the school, especially by the Chair of Governors, allow them to check on the school's work.
 - Governors ensure that financial resources are used well to benefit pupils, including the use of the primary sports funding. This is ensuring that pupils make good progress in their competitive sport and are provided with wider opportunities to develop healthy lifestyles; for example, their recent positive outcomes in swimming and gymnastics.
 - Governors have ensured that safeguarding policies and procedures meet statutory requirements.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils typically move about the school in a calm, orderly way and they are polite, friendly and respectful. Pupils behave well in lessons, around the school and at lunchtimes and playtimes. They show great care and consideration for each other. Pupils come to school eager to learn. Their enjoyment of school is very apparent. Pupils say this is the normal pattern of behaviour.
- Pupils' attitudes to learning are good. They respond promptly to the directions of staff and readily engage with the tasks teachers set them. Pupils are attentive at the start of lessons and persevere when they find their learning challenging. Occasionally, a very small minority of pupils lose interest when teaching approaches do not engage them fully. As a result, their attention and effort can wane.
- The attendance of pupils, including disadvantaged groups, is good. Since becoming an academy, pupils' attendance has been at least in line with the national average. The breakfast club supports and encourages many to arrive in good time for school and ensures they have a calm and positive start to their day.
- Pupils' understanding of what constitutes bullying is very good. Acts of unkindness are very rare, although pupils say some fall-outs can and do occur, but are adamant that no bullying takes place. They say, however, that any disputes are quickly resolved by the adults.

Safety

- The school's work to keep pupils safe and secure is good. The school site is secure and access to it is managed well. All parents spoken to stated that their children feel safe and are well looked after.
- Pupils understand how to keep themselves safe. Messages with regard to safety were well promoted through a school safety week. They know what steps they would take if they feel unhappy or concerned about anything. Pupils understand the different kinds of bullying, including name-calling and cyber-bullying and are clear about what steps they should take if it happens to them.
- The curriculum covers all aspects of safety, including e-safety, and teachers make effective use of partnerships with the police and local agencies to ensure pupils fully understand how to keep safe.
- The systems for checking and recording safeguarding matters are robustly monitored. All appropriate checks are made to assess risks in aspects of school life and necessary actions are carried out and monitored rigorously.

The quality of teaching is good

- Teachers have high expectations of pupils and expect them to listen carefully and do their best. As a result, pupils have good attitudes to learning which helps them to acquire skills and knowledge quickly.
- Pupils enjoy using their skills to write in a range of subjects and can adapt their writing for a range of purposes and audiences.
- Some teachers plan lessons that build upon pupils' learning, ensuring fluency in basic mathematical skills. When this happens, pupils are challenged to think deeply and develop their understanding. In these classes, pupils are confident learners who are excited by new challenges; for example, in a Year 6 mathematics lesson where the teacher effectively supported pupils to learn how to solve challenging algebraic equations. Not all teachers have this level of skill and confidence. Leaders know that this is an area for development if standards are to continue to rise in mathematics.
- Teachers ensure that phonics sessions (teaching the links between letters and sounds) have a good impact on developing pupils' language skills. The early identification of some pupils who find learning to read difficult is a strength of the school. A successful programme of support ensures that pupils make rapid progress and catch up with their peers quickly. Consequently, pupils read regularly and are really enthusiastic about their reading.
- The school makes sure that other subjects are taught well, as senior leaders check on a wide variety of lessons, including sport, art and music. Specialist teaching ensures that pupils learn well in these subjects.
- Teachers ensure teaching assistants work effectively in different ways, to make sure, for example, that disabled pupils and those with special educational needs can participate fully in the lesson.
- Most of the time, the most-able pupils learn well, and this is evident in their national test results and checks made by the school. However, occasionally teachers do not always plan activities effectively to enable these pupils to do their very best.

- Teachers do not all always provide helpful advice to pupils in English and mathematics on how to improve their work and pupils do not always act upon their teachers' advice when good guidance is given.

The achievement of pupils is good

- A large proportion of children enter the Nursery and Reception with levels of development and skills that are below those typical for their age. As a result of strong teaching, children are well prepared for their learning in Key Stage 1.
- As a result of changes introduced by the headteacher, pupils are now making consistently good progress through the school. Assessment information and work in books indicate that current standards at the end of Year 6 are above average, with pupils on track to improve on the school's performance in national tests compared to that of the previous year.
- The proportion of pupils reaching the expected standard in the Year 1 phonic check was in line with the national figures in 2014. However, assessment information for 2015 indicates that pupils will improve upon last year's results.
- Pupils continue to make good progress in Key Stage 1 in all subjects. They reach standards that are broadly in line with the national average, although they do not do quite as well in mathematics as they do in reading and writing.
- Progress in reading by the end of Key Stage 2 in 2014 was strong. Although pupils did not quite reach the national average, assessment information and observations from inspectors indicate that pupils are likely to reach higher levels this year. Many pupils were observed in all year groups reading fluently and confidently at levels better than expected.
- Pupils reached average levels in English and mathematics at the end of Key Stage 2 last year. The school's current assessment information and the work seen by inspectors in pupils' books show the proportion of pupils reaching above expected levels in all subjects by the end of Key Stage 2 is increasing.
- The most-able pupils make similar rates of progress to their classmates from their starting points, although sometimes opportunities are missed to add further to the level of challenge and stretch pupils' thinking, enabling them to move on at an even faster rate.
- In Year 6 in 2014, disadvantaged pupils' attainment was on average three terms behind other pupils when compared nationally. In reading, disadvantaged pupils were less than two terms behind other pupils in the school but were three terms behind in writing and four terms behind in mathematics. As a result of improved teaching and support, disadvantaged pupils are now doing much better.
- Disadvantaged pupils have made better progress than other pupils in the school in reading and writing, but are still two terms behind in mathematics. However, their progress has accelerated and the gaps between their achievement and that of other pupils in the school are now closing more quickly. Disabled pupils and those who have special educational needs make good progress from their different starting points. Teachers and teaching assistants work well together to ensure effective provision is made, and that work is carefully tailored to meet their specific learning needs.

The early years provision is good

- Children achieve well in Nursery and Reception because staff in both classes ensure that they are able to learn in a supportive, stimulating and exciting environment. The proportion of children reaching a good level of development last year was above that found nationally, and current children are on track to match this.
- The quality of teaching is good in both the Nursery and Reception classes. Teachers take every opportunity to develop children's speaking, listening and counting skills through well thought out provision. However, at times some children were not able to use resources because there were too few made available.
- Adults have good questioning skills which encourage children to listen carefully. They show good attitudes towards learning by listening well to each other and adults, talking confidently about their learning.
- Leadership and management of the early years is effective. Assessment is detailed, with written observations and photographs of children's activities collected through children's progress logs known as 'learning journeys'.
- The outdoor area is well equipped, with a purposefully designed outdoor classroom supporting children's

learning effectively. For example, children sat outside patiently and attentively learning about the life cycle of a butterfly and they were then given the opportunity to work with friends to make their own.

- Both indoors and outside there are a range of opportunities provided to help children enjoy developing their early reading, writing and number skills. Children were particularly keen to share with inspectors their recent learning and writing about sharks.
- Parents are very positive about the early years and feel confident that their children are well looked after, and are appreciative of the opportunities that they have to get involved in their children's learning.
- Staff pay careful attention to safeguarding and child protection, and they ensure that all pupils are safe and well cared for. Children respond well to the expectations set by staff and so they behave well and feel safe.

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	137732
Local authority	Devon
Inspection number	448650

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	456
Appropriate authority	The governing body
Chair	Tina Sillitoe
Headteacher	Helen Whitehead
Date of previous school inspection	Not previously inspected as an academy
Telephone number	01404548749
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