



High Littleton CofE VC Primary School

Inspection Report

Unique Reference Number 109196
LEA Bath and North East Somerset
Inspection number 278154
Inspection dates 15 March 2006 to 16 March 2006
Reporting inspector Chris Nye HMI

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

Type of school	Primary	School address	Church Hill
School category	Voluntary controlled		High Littleton
Age range of pupils	4 to 11		Bristol BS39 6HF
Gender of pupils	Mixed	Telephone number	01761 470622
Number on roll	116	Fax number	01761 472800
Appropriate authority	The governing body	Chair of governors	Mrs Sharon Wiseman
Date of previous inspection	27 September 1999	Headteacher	Mr Richard Bullard

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of schools.

Description of the school

The school serves the village of High Littleton and the surrounding rural area. It is a popular school, although numbers have fallen slightly in recent years and the school is smaller than average. Pupils are mainly of White British origin, although a small number who have recently joined the school speak English as an additional language. There are fewer than average pupils with learning difficulties and disabilities, but the proportion of those with statements of special educational needs is above average. Very few pupils are eligible for free school meals. The proportion of pupils leaving and joining the school in Key Stage 2 is slightly above average. There are slightly more girls than boys.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

High Littleton is an effective school which gives good value for money. It evaluates its own performance accurately and judges its overall effectiveness as good. The inspection confirms this view.

The school has many strengths and, under the effective leadership of the headteacher, it is appropriately addressing the few weaknesses that exist. There is a strong sense of community and the positive ethos of the school means that pupils feel safe, happy and secure. In Key Stage 1, pupils make very good progress and achieve high standards in reading, writing and mathematics. In Key Stage 2, pupils make good progress and achieve slightly above average.

The provision in the Foundation Stage is good because the teaching is good, children are very well cared for and they make good progress, particularly in communication, language and literacy.

The quality of teaching is good throughout the school, and pupils demonstrate very positive attitudes towards their learning. The quality of care, guidance and support is outstanding because of the high level of commitment demonstrated by staff and governors and, as a result, pupils' personal development and well-being are very good.

Most of the weaknesses identified in the last inspection have been fully addressed, although recent improvements in curriculum management are not yet fully embedded. In addition, some aspects of assessment are underdeveloped. Overall, however, the school's capacity to improve further is good.

What the school should do to improve further

- Develop curriculum managers' skills and opportunities to monitor the quality of teaching in the subjects for which they are responsible.
- Improve the quality of assessment to ensure that all pupils know what they need to do to improve and have opportunities to assess their own work and progress.

Achievement and standards

Grade: 2

Achievement and standards are good overall, and very good in Key Stage 1. Children enter the Foundation Stage with slightly below average levels of attainment, particularly in communication skills. However, because there are effective systems to identify pupils' strengths and weaknesses and the teaching is well focused, they make good progress and by the time they transfer to Key Stage 1 all have achieved the early learning goals. In Key Stage 1, pupils make very good progress, particularly in reading and mathematics. By the end of the key stage, most achieve expected levels in writing and many achieve standards above the national average in reading and mathematics.

In 2005 almost all Key Stage 2 pupils achieved the expected results in national tests, although the proportion of those achieving higher levels of attainment was slightly

lower than expected in English and mathematics. This reflects the impact of the higher than average percentage of low achieving pupils who joined the school towards the end of the key stage. Trends over recent years and the school's own assessment data suggest that, overall, pupils in Key Stage 2 make good progress. Challenging end-of-key-stage targets accurately reflect the pupils' abilities.

Pupils who find learning challenging are well supported and make very good progress because their needs are accurately identified and supported early on in their time at the school. Those pupils who speak English as an additional language make satisfactory progress and the school has put in place effective strategies to improve this further.

Personal development and well-being

Grade: 1

The school is very successful in its promotion of pupils' personal development and well-being. Pupils display very good manners and behaviour both in class and around the school. They enjoy their lessons and have enthusiastic attitudes towards their learning because the teaching is interesting, adults have high expectations and relationships are good. Attendance is good and both authorised and unauthorised absences are below national averages.

The school is particularly successful in encouraging pupils to adopt healthy lifestyles through the introduction of a number of initiatives such as the national healthy schools award and the high profile which is given to a range of sporting activities. Pupils have a good understanding of how to stay safe and have many opportunities to learn about safe practices in personal, social and health education programmes and assemblies.

The school council is a particular strength as it is very well organised and has had a significant impact on the life of the school. Pupils' views are frequently sought and listened to and they make enthusiastic contributions to the local community through a range of activities and fund raising events.

The school's strong Christian ethos permeates all aspects of its life and work. This has a significant impact on the progress that pupils make in their spiritual, moral, social and cultural development. There is an increasing prominence being given to multicultural education and pupils are also acquiring many basic skills and experiences that will help them to achieve economic well-being in the future.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching throughout the school is good, and in some instances it is very good, particularly in Key Stage 1. Lessons are well planned, with clear learning intentions which are routinely shared with pupils. Because expectations are high and the teaching is skilful and ensures that interesting activities are matched to the needs of the pupils, the pace of lessons is brisk and pupils are well motivated. Generally good

use is made of interactive whiteboards and teaching assistants make a valuable contribution to teaching and learning. Consequently, pupils make good progress in an atmosphere which encourages a positive approach towards learning. Where teaching is very good, teachers ensure that a high level of challenge, which appropriately matches the needs of each pupil, is maintained throughout the lesson. Minor weaknesses in a few lessons include lack of sufficient guidance to some pupils and some weaknesses in classroom management.

Pupils' work is regularly marked with positive comments which praise their efforts. However, there are inconsistencies in the quality of written guidance. Usually this is clear and helpful, but occasionally it lacks sufficient detail and does not indicate how the work can be improved. Opportunities for pupils to assess their own work are inadequate and some individual targets, which are set each term, do not provide sufficient clarity against which to measure progress. However, the assessment and target setting process for pupils who find learning difficult is very good, and this has a positive impact on their progress because it enables teaching to be very well focused on their needs.

The school provides satisfactory support for the small number of pupils who speak English as an additional language. This is a new area of work and staff are in the process of further developing their skills. Pupils who are gifted and talented are identified and suitably challenged through a range of additional activities.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good overall and there is a very good provision for curriculum enrichment activities. The curriculum is well planned to meet statutory requirements, and the recent introduction of a new topic plan has further enhanced its breadth and balance. The school is overcoming the restrictions of a lack of a playing field and insufficient large equipment for physical education by forging links with a local sports college. The quality of the information and communication technology curriculum is satisfactory, although some teachers rely heavily on a published scheme of work.

The school provides an excellent range of well planned curriculum enrichment activities. Careful monitoring ensures that all pupils have access to the wide range of extra curricular clubs, which have a strong emphasis on the arts and sport. A range of enrichment activities such as dance workshops, artists in residence and residential trips helps to ensure a varied and interesting curriculum.

The curriculum in the Foundation Stage is good with a suitable emphasis being placed on all the areas of learning. Very good links exist between the Foundation Stage curriculum and Key Stage 1, which help to ensure good progression and continuity.

Care, guidance and support

Grade: 1

The care, guidance and support given to the pupils are outstanding. This reflects the positive ethos of the school and is illustrated by the commitment of staff and the responsible attitudes of pupils.

Health and safety, child protection and risk assessment procedures are in place and effective and adults have a very good understanding of their responsibilities. Teachers monitor pupils' personal development very well and provide sensitive guidance. Because teachers know their pupils well and relationships are good, consistent support is given to pupils as they progress through the school. A particular strength is the provision of additional specialist support, for example in occupational therapy, and for those with learning difficulties and disabilities or who are looked after by the local authority.

Break and lunch times are well managed and a broad range of activities and equipment is provided to encourage pupils to play well together. Behaviour is very well managed, and incidents of poor behaviour are rare.

Leadership and management

Grade: 2

Leadership and management are good at all levels because these are effective in ensuring that pupils are very well cared for and receive a good quality education. The leadership of the headteacher is very good, and he is ably supported by senior staff. However, recent improvements in middle management are not yet firmly embedded because curriculum managers are not monitoring teaching in their subjects, although they are reviewing the impact of planning on pupils' progress and linking this to curriculum action plans.

The process of improvement planning is very good because all members of the school community are involved in evaluating performance and developing a strategic view of how the school should improve further. The resulting improvement plan is of high quality as it indicates clear, appropriate and achievable targets with quantified success criteria within realistic time scales. Improvement planning also links effectively to the outcomes of careful analysis of assessment data and the headteacher's accurate monitoring of teachers' performance. Good systems are in place to ensure that all staff and governors receive appropriate professional development and support.

The governors are well informed about the school's work. As a result, are familiar with the school's strengths and weaknesses and provide an appropriate balance of challenge and support.

Resources are adequate and well managed. Staff are well deployed and the school is adequately equipped with computers and interactive whiteboards. Specialist areas such as the library are well organised. The school building, although dated in parts, has been well managed and provides an attractive and accessible learning environment.

Parents and carers who responded to the inspectors' questionnaire are overwhelmingly positive about the school.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Thank you for being so friendly and helpful when I inspected your school. I very much enjoyed talking to you and finding out what you are learning. You told me that you enjoy coming to school and your parents and carers are very happy with what you are doing.

The teaching in your school is good and the teachers know the pupils in their classes very well. You are making good progress because you work hard and your lessons are interesting. There is a very good range of clubs and activities for you to join after school and those of you with particular skills and talents, as well as those of you who find learning hard, are well supported.

You have very good attitudes towards your learning and I was impressed with your behaviour in lessons and at break time and how well you care for each other. This makes your school a happy place in which to learn. I was particularly impressed with the contribution that the school council is making to the life of the school.

The adults in the school provide you with very good care and support, but I feel that teachers need to give you clearer targets and more opportunities to assess your own work.

The governors, headteacher and staff have been very successful in developing a caring school with a wonderful atmosphere. They have a clear picture of what else the school needs to do to improve still further and have prepared good quality plans to make sure that your school continues to make good progress. This is why I feel that yours is an effective school which will continue to do well.

Thank you again for your help.

Yours faithfully

Chris Nye Her Majesty's Inspector of Schools