



Lockerley Church of England Endowed Primary School

Inspection Report

Unique Reference Number 116363
LEA Hampshire LEA
Inspection number 279802
Inspection dates 30 November 2005 to 1 December 2005
Reporting inspector Olson Davis AI

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

Type of school	Primary	School address	Butts Green
School category	Voluntary aided		Lockerley
Age range of pupils	4 to 11		Romsey SO51 0JG
Gender of pupils	Mixed	Telephone number	01794340485
Number on roll	81	Fax number	01794340485
Appropriate authority	The governing body	Chair of governors	Mrs Diana Ayles
Date of previous inspection	6 March 2000	Headteacher	Mrs Ann Smyth

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Lockerley Church of England Endowed Primary is a small school for pupils aged four to eleven. Pupils are taught in three mixed age classes. Pupils come from a wide range of economic backgrounds. The percentage of pupils eligible for free school meals is low and the number of pupils leaving or joining other than at the normal time is average. The proportion of pupils with learning difficulties and disabilities is higher than average. The vast majority of pupils are White British, with none identified as having English as an additional language. The present headteacher was appointed almost two years ago following a period in which the school had a series of three acting headteachers in one year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school judges itself to be a good school and the inspection evidence confirms this. Reception age children settle into school quickly and make good progress because of the good provision in the Foundation Stage. Pupils achieve well overall, although the school has recognised that standards of achievement in mathematics should be higher. Pupils' personal development is outstanding. Pupils behave well and enjoy their work. They feel safe, valued and well cared for, a view strongly endorsed by their parents. Pupils show a good understanding of healthy living and how to stay safe and are proud of the very positive contribution they make to the life of the school. Pupils' good standards arise from a strong ethos of care, and good quality in the teaching and the curriculum. Teachers make good use of assessment information to follow pupils' progress and to set challenging targets for improvement. However, teachers' planning in a small proportion of lessons does not take full account of the different ability groups in the mixed age classes. School self evaluation is strong. The school has identified accurately what it needs to do to improve and so planning for improvement is effective. The school is well led and managed. The headteacher provides a clear focus to the school's work in maintaining good standards. Other school managers support their colleagues well through training and advice but have yet to play a full role in monitoring and improving provision in their areas of responsibility. Finances are well managed and the school gives good value for money. Improvement since the previous inspection indicates that the school has a strong capacity to continue improving.

What the school should do to improve further

* Improve the standards that pupils reach in mathematics. * Improve planning to ensure that work and activities in all lessons are matched closely to pupils' starting points and capabilities. * Improve the effectiveness of subject managers in monitoring and evaluating the work in their subjects to help them raise standards even higher.

Achievement and standards

Grade: 2

Pupils make good progress overall and achieve standards which are above average at the end of Year 6. Pupils enter the Foundation Stage with broadly average ability, although there are sometimes wide variations within and between each small group of pupils. Most pupils reach the expected standards at the end of their reception year and some exceed them. Pupils make good progress in Years 1 and 2 which means that they generally achieve above average standards in national tests at the end of Year 2. Pupils in Years 3 to 6 continue to make good progress and attain standards which are well above average in English, average in mathematics and above average in science. The school has rightly recognised that pupils' achievement in mathematics is not high enough. Pupils from minority ethnic background make good progress. Pupils with

learning difficulties and disabilities also make good progress achieving well against the targets in their individual education plans.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding, supporting the good progress made by pupils. Pupils try to do their best, work hard and get on well with each other and with the adults in school. Enjoyment permeates the building. Children in the Foundation Stage settle well and make great strides in their personal development because they are well supported by the teacher, the teaching assistants and the older pupils in the class. Pupils' spiritual, moral, social and cultural development is good. Pupils behave very well, following the school's clear guidelines for good behaviour. Attendance is very good. Pupils enjoy taking responsibility and are given many opportunities to do so. The school council has been influential in improving the play facilities for pupils and were involved in interviewing the headteacher for her post. Pupils are keen to adopt safe and healthy life styles. Older pupils organise the 'Huff Puff' exercise scheme at lunchtimes supervising younger pupils in their playground games. The school has received a healthy schools award in recognition of its very good work in this area. Pupils' spiritual development is good and is heightened by times for quiet reflection in assemblies and opportunities to think beyond their immediate experience. Pupils speak enthusiastically of events such as Arts Week which add to their cultural development.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, enabling pupils to make good progress in their learning and personal development. Teaching in the Foundation Stage is effective with teacher and support staff working well together. Teachers generally provide well for all of the groups of pupils, as indicated by the school's good results. Pupils' different learning needs in the mixed age classes are usually well met because teachers are skilful in matching the learning activities to the different starting points and capabilities of pupils in the class. However, the school has identified that this is not a consistent feature of all lessons. Although pupils are grouped by ability in mathematics, the work given to each group does not always prove challenging. Teachers make good use of assessment information to monitor pupils' progress and to set challenging targets for them. For example, in English, pupils' writing is regularly analysed for areas of weakness. Teachers use this information to identify targets which help each pupil to improve their writing skills. Pupils value the way teachers mark and discuss their work with them. They take careful note of their comments and use them to improve their work. Children with learning difficulties and disabilities make good progress because they receive effective support from staff.

Curriculum and other activities

Grade: 2

The curriculum is good and has improved since the previous inspection. It meets the range of needs and interests of pupils. The new building has improved the provision for physical education and information and communication technology (ICT) resulting in raised achievement in these subjects. Provision for pupils in the reception class is good. There is a good mix of learning through play and more formal teaching. Individual education plans are closely monitored to ensure that pupils with learning difficulties and disabilities are well supported and make good progress. Pupils prepare well for their future lives by developing good basic skills in literacy, numeracy and ICT. Good opportunities to enhance these skills are provided within other areas of learning. The school makes imaginative use of the specialist skills provided by outside agencies such as the music teaching service to extend pupils' skills and creativity. A well organised programme of personal, social and health education (PSHE) gives pupils a good grounding in issues of safety and healthy living and extends their personal development well. Work in lessons is enriched by many opportunities for pupils to take part in a wide range of activities and visits. The many clubs extend and develop pupils' skills and add to their enjoyment of school.

Care, guidance and support

Grade: 2

The care, guidance and support given to pupils are good. The strong ethos of care within the school ensures that pupils feel safe and well cared for in school. The school's house team system provides a 'family' group promoting good relationships between older and younger pupils. This encourages pupils to care well for each other. Pupils trust staff and are confident that any concerns and worries will be dealt with promptly. Care is very good for those pupils who need extra support. The school makes very good use of outside agencies to support the wide range of pupils' needs within the school. Procedures to ensure the health and safety of pupils are well understood and conscientiously carried out as are the procedures for assessing risks in school. The school works closely with parents to keep them informed of their child's progress.

Leadership and management

Grade: 2

The leadership and management of the school are good. Under the effective leadership of the headteacher there is a clear vision shared by all staff fixed on the school doing its best for all of its pupils. As a result the school is inclusive, and responds well to the needs of vulnerable children and those with learning difficulties and disabilities. Self-evaluation is robust and involves staff, parents, pupils and governors. The headteacher knows the school's strengths and areas for development well because she regularly checks pupils' progress and the quality of teaching. On the basis of her accurate analysis the school has prepared a detailed school improvement plan which is used well to steer its development. Swift action is taken to remedy weaknesses in

performance. For example, the school took prompt and successful action to improve its English results at the end of Year 6 following a dip in 2004. Other managers in the school are responding well to the challenge to improve provision and standards in their subjects. The good work of the PSHE co-ordinator in promoting pupils' clear understanding of healthy living is a case in point. The ICT coordinator has carried out effective training for other staff. However, teachers are not yet routinely monitoring planning or observing teaching in their subjects to make sure that standards improve further. Governors are well informed about how well the school is doing and have a good understanding of its strategic development through their own monitoring and good communications with the headteacher and staff.

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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?	2	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	2	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	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	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?	2	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	NA
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

I enjoyed my visit to your school and would like to thank you all for making me so welcome. It was interesting to watch you at work and to talk to you. I took careful note of what you and your parents had to say about your school. I was impressed by how much you all look after each other and how well you all behave.

You and your parents are right in thinking that you go to a good school. Here are some of the many things that your school does well: * You work hard and enjoy the many activities you do at school. * You feel safe and are well cared for by the adults in school. The older pupils are good at looking after the younger ones. * You do well in your national curriculum tests especially in English and science. * Your headteacher is a good leader and involves many people in making the school better for you, including the school council. * Your school governors and headteacher have worked hard to improve the school building so that now you do better in PE and ICT and have a beautiful hall for assemblies and school events.

There are some things that the school needs to continue working on: * Help some of you to do as well in mathematics as you do in English and science. * Make sure that the work you are given in all of your lessons is just right for you. * Ask teachers who are in charge of subjects to visit other teachers' classrooms more often and see how you are doing. I hope that you will continue to enjoy your school and that you will help your teachers as they work hard to make the school even better for you.