



Loxley Community CofE Primary School

Inspection Report - Amended

Unique Reference Number 125639
Local Authority Warwickshire
Inspection number 293315
Inspection date 27 September 2006
Reporting inspector Clive Lewis

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

Type of school	Primary	School address	Loxley
School category	Community		Warwick
Age range of pupils	4–11		CV35 9JT
Gender of pupils	Mixed	Telephone number	01789 840211
Number on roll (school)	35	Fax number	01789 840211
Appropriate authority	The governing body	Chair	C Wall
		Headteacher	D Holt
Date of previous school inspection	29 October 2001		

Age group	Inspection date	Inspection number
4–11	27 September 2006	293315

Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is much smaller than average and pupils are taught in two classes with three or more age groups in each class. No pupils take free school meals.

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 rightly judges that it provides its pupils with a good standard of education. Parents agree, one of whom describes the school as 'a wonderfully unique place'. Pupils also have very positive views of the school, one older pupil saying, 'It's a good school; because it's small I guess we know everyone, and it's friendly; if you've got any worries the teachers will always sort them out'. Although the small numbers of children in each age group causes wide variation year on year, children achieve well in the Foundation Stage/infant class and continue to do well as they move through the school. Overall achievement in writing is good but progress in writing needs to be improved in Years 1 and 2.

Teaching is very well planned and this leads to interesting and effective lessons. Provision for pupils' personal development is good. As a result pupils behave well and are eager to learn. They develop their independence from an early age and have a clear understanding of what constitutes a healthy lifestyle which they use in making choices about exercising and eating. The curriculum is broad and balanced and pupils benefit from a wide range of interesting experiences such as whole school French, Spanish, Indian and African days, visits to a science and technology festival and to the local high school where pupils work in the information and communication (ICT) suite and science laboratories. Care and guidance are outstanding – parents are overwhelming in their praise of the school and pupils praise their teachers for the very good support that they provide. Assessment systems are very rigorous, although older pupils are not made sufficiently aware of their targets for improvement.

Leadership, management and governance are good. The headteacher and subject leaders have good insight and understand the strengths and weaknesses of the school well. Improvements needed since the last inspection have been tackled successfully. Very good links with local schools and organisations are used well to provide a wide range of curricular opportunities and promote pupils' well-being. Developments are managed efficiently and the school is well placed to make further improvements.

What the school should do to improve further

- Improve writing in Key Stage 1
- Strengthen systems for setting targets, particularly for older pupils

Achievement and standards

Grade: 2

Pupils achieve well. The information the school maintains shows clearly that individual pupils within each cohort achieve well in relation to their prior attainment. Children make good progress in the Reception Year and this continues steadily through Key Stages 1 and 2. This reflects teachers' high expectations and the very good response from the pupils. Attainment on entry to the school is typically average although it varies significantly from year to year because of the very small year groups and the

varying number of pupils with learning difficulties and disabilities in each year. The school sets and meets challenging targets. By the time they reach Year 6, more able pupils achieve higher levels in the core subjects although some are not made sufficiently aware of how they might improve further. Pupils with special educational needs make much better than expected progress. The richness of the curriculum ensures that all pupils make good progress in their knowledge, understanding and skills, although standards in writing in Years 1 and 2 need to be improved to match the higher standards achieved in reading and mathematics.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils are good. Parents appreciate the welcoming family atmosphere of the school and say that their children enjoy coming to school. Pupils agree and say their school is good. As a result of the school's success and rigorous systems, attendance is good, as is punctuality. A strong moral code is implicit within the school's ethos and this is reflected in pupils' good behaviour; they are polite and respectful and willingly take on responsibilities. Pupils of all ages are used to working together and older pupils act responsibly as mentors to younger children. Pupils' spiritual, moral, social and cultural development is good. Cultural development is effectively promoted through the curriculum and a good range of additional activities such as visits to the theatre and participation in local cultural events. Daily assemblies successfully develop a strong sense of self-worth and encourage feelings of spirituality through music and moments of reflection and prayer. Pupils have a good understanding of the consequences of lack of exercise and an unhealthy diet and know the importance of keeping themselves safe. They willingly set about raising funds for charities. Their good social skills, together with their competence in the core skills, contribute well to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. Planning is very good; teachers set appropriate work for each age group and, where necessary, for individual pupils within each age group. In the infant class, teachers plan work related to the Early Learning Goals for the reception children alongside the Key Stage 1 curriculum. Teachers know the pupils very well and assess their progress thoroughly. They expect pupils to work hard and behave well. There is strong teamwork between teachers and teaching assistants and this plays a very important part in shaping learning activities so that they are suitable for the different individual needs of pupils and secure good progress. Pupils are provided with well focused individual support. In most instances teachers give clear explanations and use questions effectively to draw out what pupils know and to challenge them further.

The needs of higher attaining pupils and pupils with learning difficulties and disabilities are considered well and attended to sensitively.

Curriculum and other activities

Grade: 2

Curricular provision is good. The curriculum meets all statutory requirements. National strategies and guidelines are used appropriately to ensure that learning is built upon year on year and pupils have the opportunities to undertake a broad range of interesting work. The Foundation Stage curriculum, linked clearly to the Early Learning Goals, meets the needs of children appropriately. This is a significant improvement, and the new outdoor area adjacent to the classroom is a further improvement in facilities, allowing the teachers to plan an appropriate outdoor curriculum. Currently, the school offers a satisfactory range of lunchtime clubs and after-school activities. The school makes use of very good links with a range of local schools and community facilities to ensure pupils receive a wide range of interesting and exciting opportunities. The new involvement with the local Sports Cluster initiative means the school will be able to offer a wider range of after school sports activities in partnership with other local small schools. Pupils in Key Stage 2 are taught French. Spanish and French days effectively enrich the Key Stage 1 curriculum. A good range of visits and visitors further enhances and enriches the basic curriculum. These make a good contribution to the pupils' enjoyment and achievement.

Care, guidance and support

Grade: 1

Provision for care, guidance and support is outstanding. Parents are overwhelmingly confident that their children are safe and well cared for. The very good relationships reflect the very good pastoral support and this contributes significantly to pupils' eagerness to learn. Pupils say they are well looked after and safe, are not bullied, and feel able to talk with staff if they have any problems. Very good support is provided for pupils with learning difficulties and disabilities. The importance of maintaining a healthy lifestyle is promoted well.

Systems for tracking pupils' academic progress have improved significantly and are now well embedded in the school's systems. These ensure that pupils needing additional support are identified early and that pupils making better than average progress are given appropriately challenging work. The school is working to involve all the pupils more actively in their learning but, currently, some of the older pupils are not sufficiently aware of their targets for improvement.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and governors are clearly focused on raising standards and determined that all pupils succeed. The governors

are hard working and use their good understanding of the school effectively to hold it to account. The methods for evaluating the school's work, the effectiveness of decisions and the areas to be improved are rigorous. Consequently, the school knows itself well. Limited resources are used very well, to keep the adult to pupil ratio high, to improve provision for the Foundation Stage and currently, to modify the building so as to enable better before and after school provision.

Through the analysis of test results, the school has a very good and accurate view of the relative strength of subjects. The evaluation of lessons, conducted by the headteacher and subject leaders, gives a good view of the quality of teaching, with points given for improvement, and support provided where weaknesses are found. However, although standards in writing by Year 6 are good, the initiatives introduced to improve writing in Key Stage 1 need to be applied with more consistency to raise standards in this skill.

The school works very hard to overcome the limitations of its cramped accommodation, particularly the lack of a hall or playing field for physical education, by utilising its very good links with local schools and community facilities. The school is rightly proud of its reputation as a very inclusive school. The school has a good capacity to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school. I enjoyed visiting the school and seeing you at work and play. You gave me lots of comments that helped me to form a good picture of your school.

I think your school is a good school. This is what I found out:

- Your teachers and other adults in the school help you to learn well.
- You behave well and you know how to tell right from wrong.
- You clearly enjoy coming to school because there are lots of interesting activities for you to take part in.
- I was impressed that the school is helping you to stay healthy by encouraging you to eat healthy foods and take regular exercise.
- I also liked the way that you get on very well together and support each other.

There are two things I have asked your teachers to do that would make it even better:

- Work hard to help you improve your writing in Years 1 and 2.
- Make sure that you all have a good idea of what you have to do to improve your work.

I think that your school is one of which you should be proud. I am confident that, with your help, the school will improve still further.

Good luck to you all in the future.