

# Littleton CofE Infant School

## Inspection report

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<b>Unique Reference Number</b>	125231
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315204
<b>Inspection date</b>	18 November 2008
<b>Reporting inspector</b>	Stuart Charlton

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	89
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P Smith
<b>Headteacher</b>	Mrs K J Waters
<b>Date of previous school inspection</b>	14 March 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Rectory Close Shepperton TW17 0QE
<b>Telephone number</b>	01932 563271
<b>Fax number</b>	01932 568205

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<b>Age group</b>	5–7
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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: teaching and learning, personal development and well-being, support, welfare and guidance and leadership and management, gathering evidence from lesson observations, scrutiny of pupils' work and documents. Parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Littleton Infant School is smaller than most infant schools. The pupils come from the town of Shepperton and surrounding areas. The percentage of pupils eligible for a free school meal is average. Pupils are predominately from White British backgrounds. The percentage of pupils with learning difficulties is average and none has a statement of special educational need. The school has one class for children in the Early Years Foundation Stage (EYFS). It operates in a loose confederation with several local primary and secondary schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Littleton Infant is a good school. There are outstanding features, notably in pupils' personal development, in the care, guidance and support they receive and in the work of the EYFS. The school is successful in its aim: 'To provide a secure environment in which all teaching and learning is at its best.' Pupils work and play together happily in a secure and harmonious environment. Almost all parents speak highly of the school and make comments such as, 'I love this school, the teachers are very caring and my child's progress is absolutely fantastic.'

As a result of good teaching and learning, pupils of different abilities achieve well. By the end of Year 2 standards in reading, writing and mathematics are above average. This represents good progress from pupils' overall average starting point on entry. The school has particular strengths in teaching reading and mathematics, and the good pace of learning in these areas ensures that all pupils achieve well. In Years 1 and 2 pupils' progress and their achievements are better in reading and mathematics than in writing. The school has identified boys' writing as a particular concern and has put in place strategies to improve this area of its work. This is beginning to pay dividends with improvements seen in the most recent national assessments, as the number of Year 2 pupils attaining the higher Level 3 in writing increased compared with previous years. Staff plan conscientiously in all subjects; they are enthusiastic and make learning fun. Teachers and teaching assistants work together very well as a team. They all have excellent relationships with pupils and give them discerning feedback that helps them to improve their work. Pupils with learning difficulties receive a good level of support and achieve the appropriate small-step learning targets set for them. There is some excellent teaching of reading, as was seen in a Year 1 literacy lesson where staff used a very wide range of approaches to challenge the learning of all pupils. However, this practice is not consistent in all lessons.

Pupils' personal development is a cornerstone of the school's provision and is excellent for all age groups. The school has a very strong commitment to its Christian ethos, but celebrates a wide range of other religious faiths and cultural backgrounds successfully. Consequently, pupils' spiritual, moral, social and cultural development is excellent. Pupils say that they feel safe and thoroughly enjoy their learning. Overall, attendance is good. Through the school council, pupils are closely involved in helping to contribute towards the school community and all are very willing to express their views on a range of issues. Of particular note is the contribution they have made to developing the Green Card system to reward good behaviour and improving the school environment. In this way pupils develop a keen sense of responsibility for making sure that Littleton is a good place to be, and their behaviour is exemplary. Neither staff nor pupils allow any instances of misbehaviour to affect the learning of others. Pupils gain a good appreciation of issues in the wider world and they contribute well to the immediate school community. A good example of this is the way in which older pupils 'buddy' younger ones. In a school assembly pupils showed a high degree of reverence and respect towards others and their values. They were confident to explore their feelings and greatly enjoyed singing 'Kum Ba Yah'. They develop an excellent understanding of the need for a healthy lifestyle through the very wide opportunities for physical development and the high take-up of the healthy lunches. In all their activities pupils pay particular regard to the importance of being safety conscious.

The curriculum is carefully planned to provide pupils with the skills they need to be successful when they move to the next stage of their education. It takes account of individual needs and ensures that every opportunity is used to enhance pupils' personal development. There have

been significant improvements in the curriculum since the last inspection, so that there is now systematic development of pupils' key skills of reading, numeracy and information and communication technology (ICT) across all subjects. However, there is still scope to pay more attention to the development of writing. An outstanding range of enrichment activities plays an important part in ensuring pupils enjoy school. Pupils are particularly impressed with the extensive range of clubs and the provision in music.

The care, guidance and support pupils receive are excellent. There are thorough safety procedures in place and risk assessment procedures fully meet requirements. Staff make sure that all pupils, including those who arrive other than at the usual times, settle quickly and happily into school life and that they feel confident about moving to the next stage of their education. There is comprehensive tracking of pupils' personal and academic progress. This information is extremely well used to organise extra support for pupils as needed. It is also used to set challenging targets for each pupil that help to motivate them in their learning. Parents are partners in their child's education and the school works exceptionally well with them, and with a wide range of outside agencies, to support pupils' development. The school's links with its confederation partners play a significant role in enhancing pupils' learning.

Leadership is good overall. The headteacher leads by example and provides determination to ensure that all pupils reach their potential. Along with the assistant headteacher, she gives a clear sense of direction. Together they have set a climate of strong teamwork among all adults, so that everyone makes an active contribution to school improvement. Recently there have been significant changes in the personnel on the Governing Body. Consequently, many of the new governors are only just beginning to come to terms with what is expected of them. They support the school well and are actively involved in its day-to-day life, but are not yet fully effective in acting as a 'critical friend' to check that the school is performing as well as it can. The school's self-evaluation is accurate and, largely because of the rigorous and discerning monitoring of the headteacher, everyone is very clear about what needs to be done for the school to improve further. Staff development and training are given a high profile and staff approach key developments very enthusiastically. The school's track record shows that it is well placed to improve even further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

There are outstanding features in the EYFS, where very high-quality teaching ensures that children make an extremely good start to their school life. The imaginative way in which staff organise children's learning with very close attention to detail, for example in the outdoor garden centre, means that children are exceptionally well motivated by a wide range of purposeful activities. By the time the children start Year 1, all attain the expected level and the majority exceed this in most areas of learning, notably in their personal development. Leadership is excellent and the introduction of a more focused programme for teaching letters and sounds is helping to make sure that teaching fully challenges children of all abilities, so that they achieve as well in writing as in all other aspects of their learning.

### **What the school should do to improve further**

- Raise pupils' achievements in writing, particularly that of boys in Years 1 and 2, by ensuring that teaching consistently challenges all pupils.
- Ensure that governors act more effectively as the school's critical friend, to be certain that the present high levels of performance are sustained.

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**Annex A**

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
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



**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

01 December 2008

Dear Pupils

Inspection of Littleton CofE Infant School, Shepperton, TW17 0QE

Thank you for all the help you gave us when we visited your school recently. Many of you told us that you think that Littleton is a good school, that you have made friends, and that behaviour is really good. You all said how much you enjoy school and that lessons are fun. The inspectors agree with you. You said that the staff are always ready to help you and that they care for you extremely well. We could also see that you are always ready to help others, for example, through the school council where you help to make decisions that improve school life. You also mentioned that some of the activities and clubs you take part in, the trips out of school and the music provision are extremely good. These are clearly strengths of the school. In addition, we also noticed the impressive way you responded in assembly, particularly your singing of 'Kum Ba Yah'. We know that you are proud of your school and that you enjoy the things it has to offer.

The headteacher and staff have a clear understanding of the school's strengths and weaknesses. They are keen to see it improve even further. We have asked them to improve the teaching of writing to make sure that all of you, particularly boys in Years 1 and 2, achieve your best. You can help by trying your hardest. We also want the school governors to check carefully to ensure that Littleton continues to improve.

Yours sincerely

Stuart Charlton

Lead Inspector