

High Littleton CofE VC Primary School

Inspection report

Unique Reference Number	109196
Local Authority	Bath and North East Somerset
Inspection number	324923
Inspection date	4 February 2009
Reporting inspector	Peter Clifton

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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	127
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
Appropriate authority	The governing body
Chair	Sharon Wiseman
Headteacher	Charlotte Watson
Date of previous school inspection	1 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Hill High Littleton Bristol BS39 6HF

Age group	4–11
Inspection date	4 February 2009
Inspection number	324923

Telephone number
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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:
- whether all pupils achieve as well as they can
- how well leaders monitor and evaluate the work of the school leading to improvement
- how well the school guides pupils so that they understand what they need to do to improve.

Evidence was gathered from observations of pupils at work and play, discussions with staff, governors and pupils, scrutiny of documentation and an analysis of parents' views. Other aspects of the school 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

This is a smaller than average school. Pupils mainly attend from the village which the school serves and the surrounding area. Nearly all pupils are of White British origin. The proportion of pupils with learning difficulties and/or disabilities is slightly below average, mainly with literacy and numeracy needs. The school has been successful in gaining several awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Pupils' achieve well in this good school. Standards are above average. Good pastoral leadership by the headteacher with strong support from other leaders and governors have been key in maintaining high standards of care. Pupils flourish academically and make good progress because teaching and the curriculum are effective in meeting their needs. Leaders strive for continuous improvement. Their work, for example, to improve writing is successfully raising standards.

Pupils' personal development and well-being are outstanding. The pupils greatly enjoy school and attend very regularly. They have a clear voice in what they would like to be changed. They say they feel very safe. Relationships between adults and classmates are superb. Pupils enjoy each other's company when playing together. They say their teachers always help them a lot. Their very positive attitudes and excellent behaviour make a considerable contribution to their learning. Pupils' spiritual, social, moral and cultural development is good, underpinned by a strong Christian ethos. The pupils socialise together exceptionally well and show concern about the welfare of each other. They have a strong sense of right and wrong and this has been recognised in a national award. However, pupils' satisfactory cultural development is the weaker area. Their understanding of Britain as a culturally diverse community is not fully developed. The pupil's sense of responsibility to help others is seen, for example, in their charity work raising funds for a local hospice. National recognition by awards, such as Healthy Schools, illustrates how well pupils understand about the importance of eating sensibly and choosing healthy snacks. The success of their Activemark award is reflected in the high uptake and enjoyment of the additional sporting opportunities.

Most parents comment positively about the school. Many are highly complimentary about what it offers for their children. For example, they comment that, 'The teachers in school are excellent and deliver the curriculum in an exciting and imaginative way.' One parent rightly commented, 'The school offers a very safe and caring environment for all children. My children love going to school.' Pupils' comments echo these very positive views. They express their views with great confidence and clarity.

The school's tracking shows that pupils, including those with literacy and numeracy learning needs, make good progress from Reception onwards. Year 6 performance information in 2008 shows average standards in English and mathematics and above average standards in science. The current Year 6 pupils are securely on track to reach above average standards in all areas. For example, a majority of pupils are already working at the higher level in literacy. Pupils in Year 2 are on track to achieve average standards. There are a higher than usual number of pupils in this year group with learning difficulties and/or disabilities.

Leaders have rightly identified that teaching has many strengths. Pupils respond quickly to instructions and this ensures that time in lessons is used well. Good opportunities for pupils to talk about their writing enable them to extend their use of vocabulary and use technical terms confidently. There was much enthusiasm evident, for example, when pupils in Year 6 gave examples of argument in favour or against statements provided by the teacher. Pupils frequently answer questions and give lengthy explanations to share their understanding. However, occasionally learning slows because the challenge of the work does not build sufficiently quickly. Pupils with learning difficulties and/or disabilities are supported well by teaching assistants.

Care, support and guidance are good. The regular use of success targets in lessons helps pupils to check on their learning. In writing, pupils have personal targets and, helpful feedback through

marking guides them well. However, individual targets are not yet in place in other subjects and consequently pupils' understanding about what they need to do to improve, for example, in mathematics is inconsistent. The curriculum offers enjoyable learning experiences for pupils with a good balance between the development of basic skills, creative subjects and personal and social skills. Pupils' preparation for their next stage of education is excellent because they are mature, confident learners who readily take the initiative and work very constructively together. They use information and communication technology (ICT) with assurance.

The school is led and managed well. Sustained improvement since the previous report shows that the school is well placed to get even better. Good monitoring procedures and accurate self-evaluation are embedded across the school. Child protection and safeguarding procedures meet current government requirements and there are good arrangements in place to alert pupils about e-safety. The governors have a clear grasp of the strengths and areas for development and challenge to seek improvements in practice. The school's contribution to community cohesion is satisfactory. While local links are strong, the headteacher has rightly identified the need to strengthen wider links to develop pupils' understanding of other cultures and lifestyles.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children come into school with skills and knowledge that are slightly below expectations. While their social and emotional development is above expectations, their skills in literacy are below. They achieve well because of good provision and reach at least average standards by the time they enter Year 1. Children speak confidently and listen carefully to each other. The spacious outside area in Reception is used regularly, although it lacks a covered area and therefore restricts learning during inclement weather. Children are provided with a wide range of activities, including those that they choose for themselves. Resources are well organised and this helps the children to choose independently. Children's personal and social development is outstanding because of the emphasis on working together and respecting each other. Excellent relationships and enjoyment are promoted by the teacher and other adults. This safe supportive environment, including recent improvements to site security, enables the children to thrive. Learning and development is well led and managed and results in effective provision for learning and development.

What the school should do to improve further

- Extend the use of individual targets in lessons to enable pupils to support their own learning more effectively.
- Improve pupils' understanding of other cultures and lifestyles through the development of wider community links.

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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?	2
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?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
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

How effective are teaching and learning in meeting the full range of 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?	2

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 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	2
How well does the school contribute to community cohesion?	3
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**

5 February 2009

Dear Pupils

Inspection of High Littleton Primary School, High Littleton, BS39 6HF

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking with you and were very impressed with your friendliness and confidence. The valuable information you gave us was a great help. Your school cares for you exceptionally well and gives you a good education. Teaching and the curriculum are good and help you to make good progress and achieve well. Leadership of your school is good. We were impressed by your very positive attitudes to learning. Your behaviour is outstanding and you attend regularly.

What your school does particularly well:

- Your headteacher and other leaders ensure that the school is a happy and welcoming place.
- You make a good start Reception.
- You develop skills which provide you with an excellent start to your next school and future life.
- Teaching is enthusiastic and ensures that you have many enjoyable and interesting activities to help you to learn.
- Most of your parents and carers are very pleased with the school and how you are helped to learn.
- You have an excellent understanding about keeping yourselves safe.
- The curriculum provides a good balance between different subjects which is helping you to enjoy school a great deal.
- Your headteacher and other leaders have make changes that are helping you to improve your work, for example, in writing.

I have asked your headteacher and the other adults to do these things:

- Give you more opportunities to use personal targets in lessons to enable you to learn even better.
- Help you improve your understanding of other cultures and lifestyles.

You can help your school to improve even further by continuing to always do your best.

Yours sincerely,

Peter Clifton

Lead Inspector