

The Littletons CofE First School

Inspection report

Unique Reference Number	116829
Local Authority	Worcestershire
Inspection number	358040
Inspection dates	28–29 September 2010
Reporting inspector	Christopher Parker

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	138
Appropriate authority	The governing body
Chair	Jonathan Harrison
Headteacher	Helen Brambani
Date of previous school inspection	6 November 2007
School address	Farm Lane South Littleton Evesham
Telephone number	01386 830695
Fax number	01386 830695
Email address	office@thelittletons.worcs.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by two additional inspectors. Twelve lessons, taught by six teachers, were observed. Meetings were held with pupils, the headteacher, two representatives of the governing body and two parents. The inspectors looked at records of the pupils' progress and at lesson plans, some of the school's policies and a sample of the pupils' work. Questionnaire responses from staff, pupils and 39 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well are Traveller children learning and making progress?
- How effectively are pupils' writing and mathematical skills developed, used and applied across the curriculum?
- How well the outcomes of monitoring are used to bring about improvements?

Information about the school

This is a smaller than average first school. The pupils are predominantly from White British backgrounds, with almost one in ten from Traveller families. All of the pupils speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is broadly average.

The school has a Leading Parent Partnership Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This good school provides a very lively and welcoming environment where pupils achieve well. One parent rightly described the school as, 'a happy place, where pupils and staff have a mutual respect for each other and where pupils feel safe yet prepared to take risks in their learning'.

The children make a good start in the Reception class, where the teaching is engaging and learning is great fun. The pupils continue to make good progress and, overall, reach levels of attainment above those expected for the end of Year 5. The teaching is good. The pupils enjoy learning because the teachers engage them in interesting and motivating activities. Pupils with special educational needs and/or disabilities are well supported. A range of resources are used effectively to provide access to the curriculum for those pupils with disabilities.

The pupils' progress is very carefully monitored. Analysis of the information which the school collects shows that the pupils are making faster progress in reading and writing than in mathematics. This is because the pupils have a greater range of opportunities to use and extend their literacy skills across the curriculum than they do to apply their numeracy skills in a range of contexts. Pupils from Traveller families make satisfactory rather than good progress, because for some their learning is punctuated by persistent absence. The school has very positive relationships with Traveller families and has secured some improvements in the punctuality of their children and, for a few, better attendance. Levels of attendance, overall, are average because most pupils attend every day.

The school's excellent partnerships with all parents are based on seeking their views, keeping them very well informed and involving them in policy making. Events such as the recent numeracy and homework evenings have been very effective in promoting a partnership in learning. As a result of good safeguarding arrangements, parents are unanimous in their view that the school keeps their children as safe as possible. The pupils are well behaved, polite and well mannered.

The headteacher leads the school efficiently and very effectively. Along with the governing body, she conveys high expectations to both staff and pupils. Together, they have clear plans for further improvement. They have been very successful in using their accurate evaluations of what the school is doing well, and where improvements can be made, to ensure that the school's good performance is maintained and improved. Consequently, the school has a good capacity to improve further.

What does the school need to do to improve further?

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- Accelerate pupils' progress in mathematics by extending the opportunities given to them to use and apply their skills in a range of contexts across the curriculum.
- Improve the progress made by pupils from Traveller families by taking all possible steps to reduce persistent absence and improve their attendance.

Outcomes for individuals and groups of pupils**2**

The profile of the children's skills and abilities when they enter school varies from year to year. Many of the children who have just started school have levels of skills similar to those expected for their age. The school builds successfully on the pupils' knowledge and skills so that, by the end of Year 5 last year, many were exceeding expectations for their age in English and mathematics.

The pupils are doing well and making good progress in lessons. The teachers and teaching assistants work together well and give carefully focused support to small groups and individuals. The pupils contribute fully to discussions and are eager to answer their teachers' questions. They concentrate well, and the older pupils are very thoughtful when discussing their own learning. The pupils' good progress in reading and writing was particularly evident when some in Year 2, writing as estate agents, set out to persuade the reader to live in either London or South Littleton. The pupils acquire the basic skills in mathematics at a good rate, but have too few opportunities to extend their skills in a range of contexts.

The pupils with special educational needs and/or disabilities are well supported in lessons to complete the tasks that they are set by their teachers. This results in most of them making progress on a par with that of their peers. The pupils from Traveller families play a full part in lessons, their teachers drawing them into discussions and ensuring they are engaged by the tasks they set.

The good progress evident in lessons is verified by assessments. The school's comprehensive assessments show that, by the end of Year 5, attainment exceeds expectations for this age group, with many already working at the level expected by the end of Year 6. The school's individual analysis of pupils' progress confirms that it is strong in reading and writing but not as rapid in mathematics, particularly when it comes to using and applying their skills.

Behaviour is almost always good. This allows pupils to concentrate on their work. The pupils take advantage of the opportunities offered to them, such as those developing through links with a school in Birmingham, and visits to a mosque and a synagogue, to gain a good understanding of other cultures. The pupils' involvement in a range of musical activities enhances their spiritual development. Taking on additional responsibilities in school extends their social development well.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The teaching and the curriculum consistently motivate and engage the pupils in tasks that are well matched to their needs and interests. This was very well illustrated in an excellent English lesson in Year 5, where the pupils were examining characterisation. The very effective use of a short video clip, which captured the pupils' imagination, followed by sharp questioning by the teacher and teaching assistant, quickly extended the quality of the pupils' descriptive vocabulary. The teaching of basic skills in mathematics is thorough and effective, although there are occasions when progress is slowed because some pupils do not have ready access to apparatus to help them to solve problems. The teaching assistants' lively and enthusiastic approach effectively engages pupils with special educational needs and/or disabilities and helps them to make good progress. The pupils' work is carefully marked, and teachers make helpful comments about how the work can be improved and what the pupils need to learn next.

In a well managed lesson in Year 1, the teacher successfully matched a range of interesting tasks to the different abilities of the pupils, to move their learning of letters and sounds along at a good pace. In this lesson, the teaching assistant provided particularly effective support for individual pupils with special educational needs and/or disabilities, making very effective use of technology.

The good care, guidance and support that the pupils receive underpin the very positive atmosphere within the school. Very strong links with families, good partnerships with agencies, and carefully planned provision combine to help those who experience difficulties to overcome barriers to learning and make good progress.

The school provides a good range of opportunities for the pupils. It makes full use of its

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

rural location. It also ensures that the pupils get a broad insight into the wider world through visits and visitors to the school. The pupils spoke enthusiastically and thoughtfully about visits to places of interest, and about the host of opportunities that they have to attend after-school clubs. Themed days also promote learning in a wide range of areas such as modern foreign languages and healthy eating. The pupils participate in an extensive variety of sporting activities, both within the school day and after school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and her colleagues have a shared drive and determination to continue to improve the school's performance. The teaching and support staff are very committed to the school and its pupils, commenting on their 'pride' to be working at the school. The headteacher comprehensively monitors all aspects of the school's performance and presents the outcomes to governors. As a result, the governing body is very well informed, has a very clear view of the school's strengths and where improvements can be made, and is able to hold the school to account. The governors also visit the school regularly and talk to pupils and staff. The headteacher's and the governing body's ambitions for the school are set out very clearly in the comprehensive school development plan.

The school has very positive relationships with parents and carers, who appreciate the excellent range of information they receive - for example, about how to help their children with calculations in mathematics. Parents' views are sought and acted upon. They are also involved in decision making, notably in the development of the school's plan to provide access for disabled pupils. This is also a clear indication of the school's strong commitment to equality of opportunity. Tracking of the pupils' progress is thorough, and analysis is accurate. This provides a clear insight into what the school needs to do to improve and to raise pupils' attainment further. Detailed evaluations of how well each pupil with special educational needs and/or disabilities, and each of those from Traveller families, is doing also illustrate well the school's successful work to promote equality of opportunity.

The school has good arrangements for making sure that the pupils are as safe as possible. The teachers develop the pupils' knowledge of staying safe through activities in, for example, science. The size and location of the school presents challenges in

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

developing the pupils' understanding of communities beyond their own. To counter this, the school has developed links with a school in Birmingham where pupils come from diverse cultural backgrounds, and international charity links which provide the pupils with a good insight and understanding of communities in other parts of the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The provision for the youngest children is good, and results in them reaching a good level of development, compared to the national average, by the end of the Reception year. The children who have just entered school are making an impressive start. This is because effective induction arrangements ensure that the children settle quickly and their learning experiences are both imaginative and stimulating. The outdoor areas and the Forest School enhance the learning opportunities available and provide the basis for interesting classroom activities.

Very lively teaching ensures that lessons are vibrant and well-resourced, providing opportunities for the children to explore the world around them and to develop their language and number skills, and to extend their personal development. As a result, children demonstrate considerable enjoyment and curiosity, showing both independence and concentration. This was the case when a parcel arrived for the teacher containing a letter, several packs of jelly and a rhyming story book. The teacher used the children's great excitement to skilfully engage them in extending their use of rhyming words. In small groups the children then went on a 'jelly trail' to the kitchen to make jelly.

The children are already demonstrating a good understanding of the daily routines. Most

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

of them play and work well together and are happy to pursue their own learning interests using the range of activities planned for them. Adults monitor the children's choices diligently and intervene to develop conversation and help them to sustain concentration.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

All of the parents and carers who responded to the questionnaire were happy with their child's experience at school. Parents were also unanimous in their praise of the quality of teaching, and in their view that their child is as safe as possible at school.

A very few parents and carers disagreed that unacceptable behaviour is dealt with well. During the inspection, behaviour was almost always good. Even when lessons were interrupted by school photographs, the pupils behaved very sensibly. Where there are individual instances of challenging behaviour, these are dealt with appropriately. A similarly small number of parents and carers did not agree that the school seeks and takes their views into account. The school has sought and analysed parents' and carers' views, through questionnaires, on a range of subjects and used the analysis of the outcomes when considering its policies.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Littletons CofE First School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 39 completed questionnaires by the end of the on-site inspection. In total, there are 138 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	79	8	21	0	0	0	0
The school keeps my child safe	26	67	13	33	0	0	0	0
The school informs me about my child's progress	23	59	11	28	2	5	0	0
My child is making enough progress at this school	23	59	12	31	1	3	0	0
The teaching is good at this school	24	62	14	36	0	0	0	0
The school helps me to support my child's learning	23	59	11	28	2	5	0	0
The school helps my child to have a healthy lifestyle	25	64	13	33	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	61	13	34	0	0	0	0
The school meets my child's particular needs	23	59	14	36	1	3	0	0
The school deals effectively with unacceptable behaviour	19	49	13	33	5	13	0	0
The school takes account of my suggestions and concerns	19	49	12	31	4	10	0	0
The school is led and managed effectively	21	54	12	31	3	8	0	0
Overall, I am happy with my child's experience at this school	25	64	11	28	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 September 2010

Dear Pupils

Inspection of The Littletons CofE First School, Evesham, WR11 8TL

I am writing to thank you for taking the time to talk to me about your work and your school. I am also grateful to those of you who completed the questionnaire.

You attend a good school which is a warm and caring place to learn. The school provides lots of interesting opportunities. You told me about the visits, visitors and clubs which you really appreciate and enjoy.

The headteacher, teachers and teaching assistants are helping you to make good progress. At the moment you are making better progress in English than in mathematics. I have asked the teachers to give you more opportunities to develop and extend your mathematical skills through activities that let you use what you learn in mathematics lessons to solve problems in other subjects.

Everyone gets on very well at school. You behave well and are developing a good understanding of how to stay safe, fit and healthy. Most of you attend every day, but some of the children from Travelling families are absent too often. This really interrupts their learning. It is very important that you all attend school every day unless you are ill.

In the lessons I visited you were certainly enjoying learning. I do hope you continue to enjoy all that this school offers.

Yours sincerely

Christopher Parker

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.