

Long Itchington CofE Primary School

Stockton Road, Long Itchington, Southam, CV47 9QP

Inspection dates 29–30 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils of all abilities make good progress throughout the school. Positive and successful action has been taken to raise achievement in Years 3 to 6, and pupils reach above-average standards by the time they leave at the end of Year 6.
- Children make a strong start to their learning in the Early Years Foundation Stage. They are inquisitive about the world around them and respond well to the stimulating activities provided for them.
- The quality of teaching is good. Teachers expect the best of their pupils who, in turn, find their lessons informative and enjoyable. As a result, pupils of all abilities work hard and achieve well.
- Pupils' behaviour is consistently good. Their attendance is high. Pupils feel valued and extremely well cared for. As a result, they respond well to their teachers and take good care of each other.
- The headteacher and senior leaders lead the school effectively. There have been significant improvements since the previous inspection, especially in the rigour and accuracy of the assessment and tracking systems, the monitoring of teaching and the consistency of pupils' achievement.
- The senior leadership team is well supported by a good governing body whose members are fully involved in the school's successful drive for improvement.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Teachers do not always make best use of marking and feedback to help pupils make improvements in their work in all subjects.
- Teachers' expectations for the standard of presentation in pupils' workbooks are not always sufficiently high, and scruffy work sometimes goes unchallenged.

Information about this inspection

- The inspectors observed 11 lessons, three of which were observed jointly with the headteacher. The inspectors also made a number of shorter visits to classrooms.
- Meetings and discussions were held with governors, members of staff, a representative of the local authority and groups of pupils. The inspectors also heard a number of pupils read.
- The inspection took into account the 41 responses to the online questionnaire for parents and carers, Parent View, and the outcomes from the school’s recent consultations with parents.
- The inspectors observed the school’s work and looked at a number of documents, including the school’s own data on pupils’ current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Derek Gardiner

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is well below average.
- Pupils are taught in single-age classes.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is in line with the national average.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils who are known to be eligible for free school meals, in the care of the local authority or from a family with a parent in the armed forces) is below average.

What does the school need to do to improve further?

- Raise the proportion of outstanding teaching by:
 - sharing the best practice within the school, and observing outstanding teaching in other schools
 - insisting on consistently high standards of presentation in pupils' books
 - using marking to encourage pupils to reflect on their work, check any errors and show them clearly the next steps they need to take in order to improve their work.

Inspection judgements

The achievement of pupils is good

- Achievement is good across the school. Children join the Reception class with skills that vary from year to year but are broadly typical for their age. By the time they leave the school at the end of Year 6, they have reached standards that are above average in English and mathematics. Pupils' work and school assessment information show that current pupils, including the more-able pupils, are making good progress and these above-average standards are being maintained.
- Progress in Key Stage 2 is now consistently good or better following a period of significant staff disruption.
- In the Reception class children work well together and become confident in their learning.
- The systematic teaching of phonics (letters and the sounds they make) ensures that pupils acquire secure basic reading skills. Pupils enjoy reading. In Year 2, for example, pupils are clear about their favourite stories and the characters they enjoy reading about. Reading is accurate and pupils read with good expression. They can work out what happens next in a story and know the difference between fiction and non-fiction writing.
- Disabled pupils and those who have special educational needs make good progress because their needs are well known and good support from teachers and teaching assistants enables them to achieve their suitably challenging individual learning targets.
- Pupil premium funding has been spent well to support the learning of the small number of pupils for whom it is intended. Too few pupils are known to be eligible for the pupil premium to comment on their attainment to be compared without potentially identifying them. However, their progress is similar to that of their classmates due to the effective way in which the funding has been used to provide the support necessary to meet their learning and personal needs, demonstrating the school's commitment to providing equal opportunities.

The quality of teaching is good

- Teaching has improved since the last inspection. All staff are determined to become even better and are beginning to share good practice with each other. Teachers plan lessons that excite and interest pupils. Good links are made between different subjects and to previous learning. This helps to promote pupils' confidence and enjoyment in learning as well as their spiritual and cultural development.
- Good classroom management, coupled with teachers' high expectations of work and behaviour, ensures that teaching takes place in a purposeful and calm learning atmosphere. This makes a significant contribution to pupils' good progress. There is often good role play between the teacher and teaching assistant that gains pupils' interest and gets the session off to a very good start.
- In the Early Years Foundation Stage, good use is made of the outdoor and indoor areas to develop children's skills. Adults take every opportunity to extend children's language and numeracy skills by regularly asking them about the things that they are doing.
- Strong and supportive relationships are established between all adults and pupils in the classroom and, consequently, pupils are eager to learn. Teachers encourage and enthuse pupils

so that they confidently contribute their ideas during discussions. Well-planned tasks support pupils' good progress across the school.

- Teachers use assessment information to plan tasks that interest pupils and respond to pupils' different levels of understanding. Tasks are devised for pupils with different abilities, including challenging extension activities for the more-able pupils.
- Pupils know how well they are doing because teachers mark their work clearly and regularly. However, teachers do not always make sure pupils respond to their marking, or make clear how the purpose of the tasks set are linked to their personal targets or what the next steps will be. In addition, untidy and scrappy work too often remains unchallenged.
- Small-group teaching, as well as individual support for pupils who are disabled or who have special educational needs, ensures that these pupils make rapid progress and improve their skills in reading, writing and mathematics.
- School leaders have worked effectively to ensure good teaching is the norm. However, they are aware that staff have not all seen outstanding practice in other schools in order to help to raise the standard of teaching even further.

The behaviour and safety of pupils are good

- The school is a very welcoming, harmonious community which fosters good relationships. As a result, pupils from a range of backgrounds get on well together in an atmosphere of mutual respect.
- Pupils say they enjoy learning and inspectors observed this clearly in lessons where they were enthusiastic and responsive and displayed positive attitudes to their learning. They are keen to offer their ideas, work well together and sustain their concentration well when working on activities without direct help or supervision from adults.
- Pupils say that they enjoy coming to school and the older Year 6 pupils say they will be sorry to leave at the end of the school year. Their levels of attendance, as a result, are consistently above the national average.
- Pupils behave well across the school, in lessons, in assemblies and in the playground. Staff have consistent strategies for managing pupils' behaviour. Pupils know exactly what is expected of them and respond well to the school's system of rewards and sanctions. Consequently, lessons run smoothly without disruption.
- Pupils work well together, confidently discussing the tasks, sharing the resources and sometimes accelerating each other's learning through their cooperative approach.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and have few concerns about bullying. They are confident that adults around them would deal with any concerns that may arise. They have a good understanding of how to keep themselves safe in different situation, for example, when using the internet.

The leadership and management are good

- The headteacher provides strong leadership for the school and is supported by leaders at all levels and governors in setting high expectations for all. The headteacher and senior leadership team have worked hard and successfully to overcome the effects of turbulence in staffing in upper Key Stage 2 following the previous inspection, which resulted in lower Year 6 standards in 2012, and pupils in all age groups are now again making good or better progress.
- Leaders have a clear and accurate view of the school's strengths and have identified appropriate areas for improvement. Leaders have improved teaching through support, training and regular checks on classroom practice. A climate has been created where teachers are eager to learn from one another and improve their practice.
- Since the last inspection, the whole-school assessment and tracking system has been made more rigorous. All pupils' progress in reading, writing and mathematics is checked and tracked rigorously as they move through the school. Every term, the headteacher meets individual class teachers to discuss individual pupils' progress. These meetings ensure that teachers have a good understanding of how well their pupils are doing and the action they should take to support and help them to reach their challenging targets. Teachers' performance management targets are closely linked to the progress of pupils in their charge.
- Care is taken to ensure that pupils supported by the pupil premium are able to take part in all that the school has to offer. The extra funding provided for these pupils is spent wisely. It is used to provide one-to-one and small-group support for less-able pupils, and extension activities with pupils from other local schools for more-able pupils. The progress of these pupils, disabled pupils and those who have special educational needs is carefully and regularly checked to ensure that the various support provided for them is having a positive effect on their progress.
- English and mathematics are given an appropriately high priority in the curriculum, but time is also given to develop pupils' interests across a range of subjects, and this contributes strongly to their good attitudes to learning. The curriculum is enhanced by a variety of visits and visitors, and promotes pupils' spiritual, moral, social and cultural development well.
- The primary school sports funding is being used effectively. The school works collaboratively with small schools in its 'cluster' to encourage all pupils' involvement in competitive sport. This motivates pupils very well and is leading to improved physical skills, health and well-being. The school has made appropriate plans for formally evaluating the impact in due course.
- Most parents who responded to Parent View were positive about their children's education and said they would recommend the school to other parents.
- The headteacher and other senior staff work well with the cluster of local schools in sharing ideas and developments in leadership and the curriculum.
- The local authority has provided limited support for the school since the previous inspection, given its ongoing status as an effective school.
- **The governance of the school:**
 - The governing body is led well. It is well informed about the performance of staff and pupils, including the quality of teaching, through high-quality reports from the headteacher and governors' own first-hand observations of the school's work. Governors closely question the quality of teaching and support leaders in checking it. They ensure that teachers' pay is linked to the progress of their pupils. They have worked carefully and consistently to ensure that

safeguarding policies and practices are rigorous and meet national requirements. They have a good understanding of how the school uses its resources, including the effective use and impact of pupil premium funding. They know how well their pupils perform when compared with schools nationally.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	130874
Local authority	Warwickshire
Inspection number	440633

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair	Helen Preston
Headteacher	Phyllis King
Date of previous school inspection	31 January 2011
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