

**STATUTORY
INSPECTION OF
ANGLICAN SCHOOLS**



Name & address of school: **Littleton Church of England Infant School**
Rectory Close, Shepperton, Middlesex, TW17 0QE

Diocese of London
Date of inspection: 22nd January 2009
Type of School: Voluntary Aided Infants
Name of Headteacher: Mrs Kate Waters

LA: Surrey County Council – North East Area
Date of last inspection: March 2005
School's unique reference number: 125231
SIAS Inspector: Miss Gladys Vendy (N.S. 299)

Context

Littleton is a small oversubscribed one form entry Infant School in a semi rural setting on the outskirts of London in the parish of St Mary Magdalene, Shepperton. Founded over two hundred years ago it moved to its current site in 1970. A privately run nursery rents premises within the school buildings. The majority of pupils are of white British heritage and come from a wide range of socio economic backgrounds. Most children live locally but a minority travels from outside the area. An average number of pupils have learning difficulties or disabilities. The number of pupils eligible for free school meals is considered to be in line with the national average. All children have English as their first language. Most pupils are from a practising Anglican background although a number belong to the Free churches.

The distinctiveness and effectiveness of Littleton CE School as a Church of England school are good.

The school effectively promotes its Christian character through fulfilling its mission statement 'to be a happy, caring, stimulating environment in which the principles of Christian faith are apparent'. The close and visual links with the neighbouring church enhance its distinctive Christian ethos which is reflected in every aspect of school life.

Established strengths

- The strong commitment to the Christian ethos is secured through close links between school and parish and the partnership with parents. The family atmosphere enables each child to be known and loved.
- 'Learning to learn' with the emphasis on reflection contributes to excellent spiritual, moral, social and cultural development.
- The clear Christian leadership of the Head Teacher enhances team work among all staff in this small school

Focus for development

- Extend opportunities for visits and visitors to enrich the Religious Education (RE) scheme of work

The school through its distinctive Christian character is outstanding at meeting the needs of all learners.

The school makes excellent provision to meet the needs of all its learners and to develop the whole child based on a very clear statement of aims set within a Christian framework. All school policies are rooted in the Christian values of love, care and respect. The school places great emphasis on providing a fully inclusive education to meet the needs of all learners. Every child is valued and those who have special educational needs or who are on the Gifted and Talented register receive additional support or enrichment. Standards of achievement are above average by the end of Key Stage 1. There is a wide range of extra curricular activities both at lunchtime and after school including physical activities, music, drama and language clubs. There is plenty of visual evidence that this is a church school through quality displays of RE work, the use of a lectern, cross and candles in worship and symbols and displays in the entrance hall. The school has adopted 'it's good to be green', suggested by a Reception child, as a positive reinforcement system to promote achievement across all areas of school life including behaviour and work. Forgiveness, reconciliation and a fresh start are recognised ways to address the few problems which arise. The excellent relationships between staff and children based on mutual respect, fairness and compassion are well modelled and collaborative teaching adds a further dimension. Positive peer relationships are developed through well implemented buddy systems and co-operative learning. The school council members who represent each class have influenced decisions on the fair use of the playground and stickers for healthy packed lunches. They were also able to talk in a mature way about the value and meaning of reflection. Global awareness is promoted through fund raising for charities such as Farm Africa and the Diocesan Lent appeal for the church in Mozambique. Children and parents participate in church activities such as the May Fair. Spiritual, moral, social and cultural development is excellent.

The impact of collective worship on the school community is good

Worship is central to the life of the school and given a high profile. Although a two year interregnum has recently ended, strong links with the church have been maintained and with the appointment of a new vicar are being further strengthened. The previous denominational inspection recommended establishing an agreed format for daily worship. This has supported children's spiritual development. The Head Teacher and Vicar work together to plan and evaluate the themes for worship, the weekly structure and the contribution of visitors, staff and children. The Family Service held each week is extremely well supported by parents and other family members and children from the private nursery also attend, demonstrating a united community. Faith Awareness in Children's Trust (FACT), a charitable organisation that is well established in the area, effectively contributes to the worshipping life of the school through leading worship and providing an RE day in school each year. FACT led the observed act of worship using high quality pictures to illustrate God's creation and the parable of the rich man which fitted in well to the overarching theme for the term. Children were keen to answer questions, sang enthusiastically and joined in the responses to prayers. Worship is also led by the Baptist Minister and its church youth leaders. The Vicar is usually present at the Family Service regardless of who is leading it. Children unanimously said that they enjoy this service the most 'because our mums and dads come and it feels like a family together'. Major church festivals are celebrated with the children visiting church regularly for these. Comprehensive records are kept of all acts of worship. Prayers and singing are an important part of worship and reflection is an integral feature of school life with children recognising that it is important to have quiet times. This contributes strongly to their spiritual development. Pupils know the Lord's Prayer and prayers are said at lunchtime and at the end of the day. Children have written their own books of prayers. The range of prayers, songs and Christian affirmation reflects the distinctive Anglican tradition. School and church work in mutual co-operation supporting each other through prayer, newsletters and events. There is very good coherence between church and school worship. Some parents belong to the Shepperton Schools' Prayer Group and the needs of the school family are regularly prayed for. The increased involvement of the Vicar in the school means that the school has very good capacity to improve further in this area.

The effectiveness of Religious Education is good

The high status of RE is reflected by the enthusiasm of the Head Teacher who is the RE co-ordinator. The school uses the 'renewed' Surrey agreed syllabus, 2007-2010, as it is felt it supports the needs of the staff. The clear guidance has increased the confidence of staff in the teaching of RE. The Diocesan scheme is also used as a resource. The Head Teacher liaises closely with the RE co-ordinators' network which means that good practice is shared. At Key Stage 1 the teaching of Christianity predominates and children also learn about Islam and Judaism. All the key issues from the previous denominational inspection have been met and this has raised the standards in RE, improved assessment and increased resources, in spite of budget limitations. Level descriptors using both attainment targets have been introduced through 'I can' statements at the end of topics. There is very good monitoring of RE through regular work scrutiny, classroom observations and planning by the Head Teacher and the Vicar. In line with the 'Learning to Learn' strategy there is an emphasis on creativity and cross curricular work. Teachers succeed in making lessons as visual as possible. The quality of learning and teaching observed was good. The promotion and understanding of relevant vocabulary, effective involvement of teaching assistants and volunteer parents and focussed reflection make a distinct contribution to spiritual development. RE is embedded in Foundation Stage practice and linked with the Early Learning Goals. Children are encouraged to make class booklets and are assessed through observations. Year 1 children were following up a visit to the church and identifying Christian symbols. Children showed very good prior knowledge for example they were able to link the dove with the stories of Noah's Ark and John the Baptist. They clearly understood the meaning of the term 'Anglican' and what makes the church different from other buildings. The creative activities with which they engaged produced very imaginative stained glass windows showing many Christian symbols. Children in Year 2 were able to reflect on God's creation and were awestruck by a video showing some amazing pictures from creation. They responded well to the challenge of writing their own creation songs. In both classes children worked collaboratively and ended the lesson with a period of reflection when a candle was lit. One pupil observed in his self evaluation, 'It was fun'. A scrutiny of work showed that learning is well recorded and activities are appropriately differentiated. The standards of achievement in RE are commensurate with those in other subjects. There is a limited programme of visits and visitors which makes a contribution to children's knowledge of other faiths.

The effectiveness of the leadership and management of the school as a church school is good

The Head Teacher has a strong Christian vision for the school and is committed to raising the effectiveness and quality of teaching in RE and collective worship as well as promoting sound Christian values and inclusion at every level. The developing partnership between the Head Teacher and the Vicar contributes significantly to the strength of the school as a church school. The Head Teacher presents an annual written report to the Governors about RE. There have been no changes of staff for nearly ten years, including support staff, which is testimony to the strong team spirit and positive morale within the school. Staff are good role models and uphold the schools Christian foundation. The nature of the school as a church school is explored in all decision making in staff and governor committee meetings. The Governing Body has recently undergone change and there are effective procedures to induct and monitor new governors. Governors will be linked to different aspects of the curriculum and the work of monitoring, evaluation and reporting on RE and collective worship has already begun. Views of parents and pupils are regularly sought and acted upon including an exit questionnaire for pupils and parents at the end of Year 2. Parents commented on the nurturing environment of the school. The thriving Home School Association contributes to the cohesiveness of the school community and has helped the school to develop both buildings and provision for the children. As one parent said, 'We are all determined to make the school an even better place'. The school is very well supported by the diocese and the local authority. The school is highly effective in endeavouring to ensure that provision is made for the spiritual and moral development of its entire community. The school has good capacity to improve even further.