

Longney Church of England Primary School

Chatter Street, Longney, Gloucester, GL2 3SL

Inspection dates

9–10 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Across the school, most pupils make good progress and achieve well in relation to their starting points. Pupils of all ages do particularly well in reading and read widely and often.
- Most teaching is good and some is outstanding. Activities and the support from adults in lessons are usually pitched at the right level and engage and challenge pupils well. They also help pupils to be independent learners who show initiative and take responsibility.
- Many good opportunities contribute to all aspects of pupils' spiritual, moral, social and cultural development. As a result, pupils form good relationships and are caring and considerate towards others.
- Pupils behave well and feel safe at school. They take responsibility for their behaviour and, for example, readily resolve any minor disagreements. They are pleased with, and proud of, the school.
- Many successful changes have taken place, and are continuing to take place, to improve the quality of education and care for pupils. The headteacher has high aspirations for the school and is doing the right things to develop its effectiveness.
- Governors know the school's strengths and areas for development well. They give good support to the headteacher and also readily challenge and question when necessary.

It is not yet an outstanding school because:

- Teaching is not of a high enough quality to ensure that all pupils make rapid and sustained progress. In particular, opportunities are missed on occasions to challenge the most able pupils fully, especially in writing and mathematics.
- Not all teachers and parents and carers are involved sufficiently as partners in helping the school to improve. Although the school has already taken some important steps to improve communication with parents and carers, further action is required.

Information about this inspection

- The inspector observed seven lessons taught by four different teachers. Six of these observations were carried out jointly with the headteacher. The inspector observed the headteacher's feedback to three teachers on the lessons seen.
- Pupils' work books and homework folders were scrutinised.
- Discussions were held with pupils, staff, governors and a representative of the local authority. The inspector also spoke with parents and carers at the start of the school day.
- Documents were examined, including the school's summary of its self-evaluation and records on pupils' attainment and progress.
- Reports to parents and carers on their children's progress were scrutinised, as were records of communication with parents and carers.
- Account was taken of the 62 responses from parents and carers to the online questionnaire, Parent View, and of the 10 responses to the staff questionnaire.

Inspection team

Alison Grainger, Lead inspector

Additional Inspector

Full report

Information about this school

- Longney Church of England Primary School is smaller than the average-sized primary school.
- The proportion of pupils supported at school action is broadly average. The proportion supported at school action plus or through a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is low. This is additional government funding for children looked after by the local authority, pupils known to be eligible for free school meals and children who have a parent or carer in the armed forces. Currently, there are no children who are looked after or who have a parent or carer in the armed forces attending the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been many changes in staffing and membership of the governing body since the last inspection. The headteacher took over responsibility for the school in September 2011. The Chair of the Governing Body took on this role in March 2013.
- A breakfast club and an after-school club have opened within the last year. The governing body manages this childcare provision.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding to ensure that all groups of pupils, including the most able, make rapid and sustained progress, and do as well in writing and mathematics as they do in reading by:
 - making sure that all pupils are challenged at the right level in all parts of lessons
 - using every moment in each lesson to the full to maximise learning.
- Ensure that all key stakeholders are able to contribute to, and support, the drive for improvement so that leadership are strengthened by:
 - developing the extent to which teachers lead aspects of whole-school development priorities and take responsibility, alongside the headteacher, for the quality of teaching and learning
 - providing teachers with more frequent developmental feedback on their individual performance
 - building on the start already made, through the recently established parents' forum, to engage parents and carers and ensure that they are kept fully informed about the work of the school and their children's progress.

Inspection judgements

The achievement of pupils

is good

- Children get off to a strong start in the Reception Year. As a result of the small numbers of children in each year group there is some variation in children's starting points from year to year. Taking the intake as a whole, this year's reception children entered the school with skills at the levels expected for their age. Now, at the end of the school year, almost all children have reached the goals expected at this age and a good proportion have exceeded them.
- Reception children are working at a good level in using their knowledge and understanding of phonics (the sounds letters make) to read and write. About half the class, for example, can accurately work out how to write words such as 'windmill' and 'giftbox'. They write linked sentences, for instance, to provide information about the class goldfish. A few very able children are capable of doing better than this in writing but they are not challenged sufficiently to do so.
- In mathematics, many children successfully calculate addition and subtraction using money totalling up to 20 pence. They write their calculations correctly and apply their mathematical understanding well, for example, as they role-play selling and buying items in a shop.
- The attainment of pupils is usually well above average at the end of Year 6 in English and mathematics. Most pupils currently on the role of the school are making good progress across Years 1 to 6.
- Strong performance in reading is evident throughout the school. The proportion of pupils reaching the expected level in the phonics screening check at the end of Year 1 in 2012 was above average. This year, an even higher proportion of children have reached this level. The few pupils who were below the expected level last year are now reading well. By Years 5 and 6, pupils thoroughly enjoy reading suitably challenging novels, news reports and non-fiction books.
- In both reading and writing, pupils are currently making good progress. However, progress and attainment in writing are not as good as in reading in all year groups. This year, the school has done well in getting almost all pupils to the level expected for their age at the end of Year 2. This attainment represents good progress for some pupils, but not for the most able. The picture is better now in Year 1 where pupils have good skills in editing and improving their writing.
- In Year 6, there is a significant improvement in writing this year, following a dip last year. The school's assessments and inspection evidence show that, as a result of action taken by the school, pupils are much better now than in the recent past in writing at length for a variety of audiences and purposes.
- In mathematics, many pupils are making good progress. Nevertheless, as in writing, not enough pupils succeed in reaching the higher levels for their age at the end of Year 2. This is also the case in mathematics in Year 6.
- Pupils who are disabled or who have special educational needs progress at a similar rate to their classmates. They benefit from additional support provided by teaching assistants.
- In 2012, the very small number of pupils in Year 6 supported through the pupil premium attained as well as others in English. In mathematics, this group of pupils did as well as other eligible pupils nationally, but were a year behind other pupils in the school. Currently, eligible pupils are progressing as well as others and any gaps in attainment are closing quickly.

The quality of teaching

is good

- Pupils thoroughly enjoy lessons and learn well when teachers use the time effectively and provide interesting activities that are engaging and motivating. Good learning is evident when pupils are actively involved, sharing ideas and collaborating. These features of good teaching and learning are often apparent.
- In a writing lesson in Years 5 and 6, pupils participated enthusiastically in a variety of short activities, each of which built well on the previous one, to develop their use of punctuation when writing speech in stories. These activities were well matched to the different learning needs of

the various ability groups. As a result, all ability groups made good progress.

- In a mathematics lesson in Years 3 and 4, pupils of all abilities progressed well in solving problems involving addition and subtraction during group activities. As a result of the activities being stimulating, fun and hands-on, pupils maintained a high level of concentration and they thought hard.
- Good marking and teachers' provision of individual targets develop pupils' responsibility for their learning and contribute positively to their progress. Most pupils have been given good feedback so that they understand how well they are doing and how to improve their work.
- In Years 5 and 6, there is exceptionally good practice in guided reading. Pupils of all abilities are challenged fully. The teacher's questioning of groups of pupils deepens their understanding, for example, of characters and relationships in a novel. There is intense engagement of pupils working individually because they know exactly what is expected of them and what they are aiming to achieve.
- In some lessons, especially in Reception to Year 4, the pace of learning slows when adults do not make the best use of the available time to promote learning. This occurs, for example, when the whole class is taught at the same level and the pitch and challenge are not right for all pupils. Usually, the most-able pupils are the ones who get little from this part of the lesson. Occasionally, it is also the least able, including pupils who have special educational needs, who do not benefit. Learning also slows when an adult-led group activity takes more time than is necessary.
- In most lessons, there is strong and effective teamwork of teachers and teaching assistants that supports learning well. Sometimes teamwork results in the range of activities being varied well and, at other times, it results in highly effective support for pupils who need it.

The behaviour and safety of pupils

are good

- Pupils are keen and eager to learn and respond very well to challenging activities. Their good attitudes and behaviour in lessons, together with their enthusiasm for collaboration with others, make a strong contribution to their good progress. Pupils enjoy school and the attendance rate is well above average.
- Pupils are enthusiastic about the changes that have taken place in the school. Older pupils talk positively about the children's internet social networking that their teacher has created for them. They value the improvements made to the school environment, the spiritual garden that has been created, and the increased account taken of their views.
- Pupils say that they feel safe at school. They know a good deal about how to stay safe. They speak positively about the visiting speakers and assemblies that develop and reinforce their understanding of how to stay safe in a variety of situations.
- Pupils have a good understanding of the different forms that bullying can take. They say that they, and the adults in school, do not tolerate bullying in any form. They say that the systems in school, including peer mediation and a friendship bench, are effective in supporting the maintenance of good relationships. Behaviour on the playground is usually sensible and calm.
- Although there are many strengths in pupils' attitudes and behaviour, there are a few occasions in lessons when some pupils become restless and disengage. This happens when teaching is not pitched at the right level for all or time is not used well enough.

The leadership and management

are good

- The headteacher has taken effective action to improve pupils' enjoyment of school and their progress. She has also worked with the governing body to ensure that the school meets the current government requirements for the safeguarding of pupils.
- The improvements made, and the significant impact they are having on learning, demonstrate that there is good capacity for further improvement. This is evident, for example, in the improved performance this year of Year 6 pupils in writing.
- Good use is made of the resources available to the school, including the many volunteer helpers

who contribute to the school's very effective provision for reading. The pupil premium funding is used well. Its use ensures that the pupils for whom it is intended benefit, for example, from extra support when necessary to aid their learning or counselling to help them deal with any issues that might hinder their progress.

- Teaching has improved after a period of decline, and it is improving further. The headteacher has dealt effectively with weak teaching and has emphasised the importance of all pupils making at least good progress no matter what their starting points or capabilities. Arrangements for performance management take full account of pupils' progress.
- The curriculum promotes pupils' academic progress and their spiritual, moral, social and cultural development well. It is enhanced by a good and varied range of activities such as trips out, two residential visits for pupils in Years 3 to 6, and opportunities in music and drama. Assemblies make a very effective contribution to pupils' spiritual development. Interventions for pupils needing extra support or challenge, such as a new intervention to support more-able pupils in Year 2 in writing, have improved across the school. These activities reflect the school's good attention to tackling discrimination and promoting equality of opportunity.
- Subject leadership has developed well in some areas. There has been good development of the leadership of English, for example, so that the subject leader is working in partnership with the headteacher to support improvement across the school. The leadership of mathematics, however, has not developed at the same good pace.
- Currently, the pace of improvement is not as rapid as it could be because not all teachers are well enough involved in driving improvements alongside the headteacher. While the headteacher provides high-quality feedback to teachers on lessons observed, this process is not undertaken frequently enough to promote a more rapid pace of improvement.
- In their responses to the Parent View questionnaire, and in conversation with the inspector, a significant number of parents and carers expressed concern about aspects of the school. As a result of some parents' and carers' dissatisfaction with the information they receive on their children's progress and the amount of homework children are given, the inspector investigated these areas. Inspection evidence shows that the reports that the school was about to send out at the time of the inspection are of high quality and provide detailed and very helpful information. The amount of homework in children's folders and the tasks set are appropriate for children of this age.
- The local authority has provided light touch support to this school. There was some increase in support during the last two years at the request of the headteacher.

■ **The governance of the school:**

- Governance has developed well in recent years. Governors take effective steps to evaluate their performance and undertake relevant training. They are knowledgeable about the school and the needs of the pupils. They know about the quality of teaching, any variations in it, and how these variations affect pupils' progress. They have a good understanding of information on the performance of the school. They ensure that the performance management of the headteacher is carried out robustly and that there is a strong focus on pupils' progress in the performance management of teachers. Governors have been instrumental in leading some important changes. They led the development of the new breakfast and after-school clubs. This good provision is greatly appreciated by the pupils who attend. Governors have set up a parents' forum to engage and communicate with parents and carers. Already, governors, working with the headteacher, have taken effective action to consult parents and carers on the new homework policy. Two meetings have been held with parents and carers so far that demonstrate the governors' commitment to working positively with parents and carers for the benefit of the pupils and the importance of this initiative for the further development of parental involvement in the school.

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	115634
Local authority	Gloucestershire
Inspection number	412108

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Andrew James
Headteacher	Penny Cartwright
Date of previous school inspection	18 November 2008
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