

# Long Preston Endowed Voluntary Aided Primary School

Inspection report

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<b>Unique Reference Number</b>	121631
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	359052
<b>Inspection dates</b>	14–15 December 2010
<b>Reporting inspector</b>	David Byrne

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	62
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Georgina Daley
<b>Headteacher</b>	Mrs Elizabeth Martin
<b>Date of previous school inspection</b>	7 November 2007
<b>School address</b>	Long Preston Skipton North Yorkshire BD23 4PN
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## Introduction

This inspection was carried out by two additional inspectors. The inspection team visited seven lessons taught by three teachers, and held meetings with members of the governing body, staff, pupils and two representatives of the local authority. The team observed the school's work, and looked at a wide range of documentation provided by the school, including records of pupils' progress and the school improvement plan and policies for securing safeguarding and child protection. The team analysed the questionnaires returned by 40 parents and carers and also those supplied by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether teaching is sufficiently challenging to enable pupils of all abilities to achieve as well as possible.
- The attainment of pupils in Years 2 and 5 and whether there are any differences in the performance of different groups.
- Whether leaders and managers have a clear vision for the school's direction, whilst applying clear strategies for its improvement.
- The management of resources to see if it provides the best possible quality of education within the need to remove the budget deficit.

## Information about the school

This is a small primary school which is endowed by a charitable foundation. The percentage of pupils known to be eligible for free school meals is low. There is a privately operated on-site playgroup that works closely with the Early Years Foundation Stage. The proportion of pupils with special educational needs and/or disabilities is below average, with an above average percentage with a statement of special educational needs. The large majority of pupils are of White British origin. The current headteacher was appointed in September 2010, after leading the school temporarily for a year following the retirement of the previous headteacher. The school currently educates pupils until the end of Year 5; in 2012 its intake will be expanded to include Year 6 pupils.

The school has gained Healthy School status, been accredited with the local authority Inclusion Mark and achieved the financial management systems in school status (FMSIS). The playgroup is inspected at another time by Ofsted and a separate report published.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a satisfactory school which is improving rapidly. There are a number of outstanding features related to the pupils' personal development but their academic progress is satisfactory and could be better. Behaviour is exemplary and pupils are caring, thoughtful and polite. In lessons, pupils are eager to learn and their enjoyment of school is reflected in above average attendance. There are close links with the local community and beneficial partnerships with parents and carers. These contribute significantly to the strong family ethos within the school.

Children start in the Reception class with levels of development that are typically above expectations for their age and here they make good progress. By the end of Year 5, attainment is typically above average, although attainment in writing and mathematics is lower than that in reading. Given the above average starting points pupils' overall achievement is satisfactory and reflects satisfactory teaching. Pupils' progress is improving. This is a result of clear leadership by the headteacher, which is strengthening aspects of teaching and the use of assessment. The progress of pupils with special educational needs and/or disabilities is good but that of more-able pupils is slower than it should be.

The curriculum enables pupils to explore their environment and take advantage of a good range of out-of-school activities. Opportunities for pupils to develop their confidence in leading aspects of their own learning, however, are relatively few. Pupils are often expected to listen to the teacher for too long in lessons, which holds back their progress, especially for those who are more able. Pupils' opinions are valued and influence decision making. Pupils develop an excellent understanding of the choices needed to be healthy and safe.

The new headteacher has the ambition, drive and vision to move the school forward. Recent improvements to the teaching of aspects of English and mathematics have increased the rate of learning and started to narrow the gap in attainment between reading and other subjects. Assessment data is used to identify pupils who are underachieving but records of pupils' work are not developed systematically. This reduces opportunities to monitor progress and the accuracy of teacher assessments. Good partnerships with the local authority contribute to effective self-evaluation systems but the advantages of working with other schools to share good practice are not exploited. The governing body is increasingly effective in holding the school to account. Clear leadership and effective self-evaluation are resulting in improvements to pupils' progress and attainment and demonstrate the school's good capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## What does the school need to do to improve further?

- Improve the quality of teaching so that all is at least good and hence further improve progress and raise attainment, particularly in writing and mathematics, by:
  - giving more attention to the needs of more-able pupils so that they are suitably challenged
  - providing more opportunities for pupils to set up and lead their own enquiries.
- Strengthen the systems for monitoring pupils' progress and confirming the accuracy of teacher assessments by:
  - developing a secure and manageable system for recording pupils' progress in their classwork as they move through the school
  - establishing closer links with other schools to share good practice and contribute to the assessment process.

## Outcomes for individuals and groups of pupils

**3**

Pupils have excellent attitudes to learning and are willing, compliant learners. Despite these strengths many pupils lack the skills required to follow their own enquiries. This holds back the learning of the more-able pupils in particular. When pupils have the chance to learn by practical, hands-on activities, their rate of learning accelerates noticeably. In a Key Stage 1 class, pupils responded with great enjoyment when they explored money through role play involving a Christmas Cafe.

Pupils' progress is satisfactory and attainment by the end of Year 5 is typically above average. Across Key Stages 1 and 2, more-able pupils do not make as much progress as other pupils, most noticeably in writing and mathematics. High standards are attained in music and many pupils do well in aspects of sport. Those with special educational needs and/or disabilities make good progress. This is a result of good teamwork between teachers, teaching assistants and support from outside specialists. Boys' personal and academic development tends to be lower than girls when they start school in the Early Years Foundation Stage. Good actions by the school narrow the gap successfully and by the end of Year 5 there is no clear pattern of difference in the performance of boys and girls.

Pupils' spiritual, moral, social and cultural development is good and contributes to the pupils' good preparation for their next stage of education. Initiatives, such as the Walking Bus and the very high uptake of the tasty and nutritious lunches, contribute to the pupils' excellent understanding of the choices required to live healthy lives. Pupils make an excellent contribution to their school and to the local community and can be relied on to carry out their jobs diligently around school and in class. School councillors are very proud of the way they influence some decisions within school. Pupils have a good understanding of ecological issues and are keen to recycle card and natural matter.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Pupils benefit from a dedicated teaching team. The impact on learning has, over time been satisfactory but many good features are now evident and improvement is underway. Strengths lie in the warm and caring relationships with pupils and the effectiveness of the support provided for pupils who find learning and/or conforming to expectations of behaviour difficult. Improvements to the use of assessment have strengthened the quality of planning and identification of any pupils who are underachieving. A key feature in the satisfactory lessons is a tendency for teachers to talk for too long and do not always set work that challenges some pupils enough. Expectations of pupils to take responsibility for their own learning tend to be low, with their obvious readiness to do so only occasionally being exploited. Positive steps have been taken to involve pupils in evaluating their own assessment. The process of pupils evaluating each other's work and having targets for improvement in English and mathematics are increasing their rate of progress.

The curriculum covers all that is required, with a good emphasis on personal and social education. It has strengths in the provision for music. Pupils benefit from a good range of visits and visitors and a relatively wide variety of after-school clubs, including sports and cookery. A sharper focus is being given to writing which is improving progress and better use of information and communication technology by pupils is benefiting learning. Strategies to encourage learners to have some influence about what they learn do not have enough emphasis given pupils' generally good levels of independence.

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Day-to-day care is good, with safe routines established well. Pupils benefit from a caring and supportive atmosphere that pervades the school. Staff constantly help and guide those needing personal support and are always ready to provide this support, whether at play, during lunch or in lessons. Those with particular personal challenges are very well managed by skilled, knowledgeable staff and the close involvement of parents and carers is encouraged. Partnerships between home and school are successfully encouraged through initiatives, such as reading diaries and communication with parents and carers is effective. Transition arrangements to the next stage of education have recently been reviewed and are now good, preparing pupils well for moving on.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has been driving forward improvement since taking up post. The strengths in pupils' personal development have been maintained but there is a now a sharper focus on academic progress. In association with good support from the local authority, much improved systems have been introduced to keep a close track of how well pupils are doing. As a result, targets for pupils' attainment and rates of progress are becoming more challenging but more could still be expected. A strong staff team is established with a culture in which staff are willing to look to others in order to identify best practice and develop their skills. As a result, the school has developed a well-planned and pertinent development planning model. The governing body supports the school and is developing its ability to increase its challenge. Safeguarding practices are well maintained. Designated child protection staff and governors have up-to-date training and good arrangements ensure the health and safety of all in the school. The school is a harmonious community in which everyone is valued. Good partnerships with the local community mean that the school's contribution to cohesion within it is good. The school works closely with the National Trust and is a Guardianship school. There are developing global links. Links with other schools to promote staff development, however, are relatively underdeveloped.

Concerted efforts ensure that there is no discrimination and a commitment to achieving equality of opportunity. Currently, however, pupils' progress is uneven. The engagement with parents and carers is good. The school works hard to keep them well informed and to listen to their views. Staff are welcoming and open to meeting any with concerns. The school's finances are well managed by the headteacher, administrative staff and the governing body. Together, they are bringing the deficit down and it is on course to be eradicated within the year. The school gives satisfactory value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage and achieve well. Excellent links with the adjoining playgroup makes the move into full-time education virtually seamless. Whilst the children's level of development varies from year to year, a relatively high proportion starts school with advanced skills for their age. Their personal and social skills, their vocabulary and confidence to converse with others, their knowledge and understanding of the world, their physical development and knowledge of basic number and mathematics concepts are all above those typical for their age. Staff know each child well and successfully extend the children's good skills. Many opportunities for children to initiate their own learning are provided.

Learning outdoors is integral to their education and skilled teaching assistants are constantly on hand to support, guide and encourage. The accommodation has strengths and much benefit is derived from the close links with the facilities of the play group. As a result, children in the Reception class benefit from learning alongside younger children. At other times, the integration with pupils in Key Stage 1 adds to their social and emotional confidence.

Good leadership and management have a clear vision for the development of the Early Years Foundation Stage. A clear action plan underpins all aspects of its development and gives a good capacity to improve. Close links exist with parents and carers who are encouraged to be partners in their children's education. Assessment is established to monitor progress. The safety and welfare of children has a high priority and safety is maintained at all times. The Early Years Foundation Stage has a good capacity to improve.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Over half of the parents and carers returned their questionnaires. The vast majority rate the school highly and value the quality of education provided. Most parents and carers praised the support it offers and applauded the family atmosphere within it. The vast majority are very happy with the attitudes inculcated in their children and pupils' behaviour is considered to be good. Staff are considered to be approachable and the large majority of parents and carers feel that their views are valued. A few parents are unsure whether their children are making the progress of which they are capable and some comments about the timing of the inspection given that it was the last week of term. The inspection findings take into account the very positive views of the parents and carers. Pupils' progress is uneven and there is scope for some pupils, particularly the more able, to do better. The timing of the inspection was beyond the inspectors control but every effort was made to work with the staff and pupils during the busy period.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Long Preston Endowed Voluntary Aided Primary 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 62 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	85	6	15	0	0	0	0
The school keeps my child safe	35	88	5	13	0	0	0	0
My school informs me about my child's progress	32	80	7	18	1	3	0	0
My child is making enough progress at this school	27	68	10	25	3	8	0	0
The teaching is good at this school	30	75	8	20	1	3	0	0
The school helps me to support my child's learning	31	78	8	20	0	0	0	0
The school helps my child to have a healthy lifestyle	22	55	18	45	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)	31	78	8	20	0	0	0	0
The school meets my child's particular needs	28	70	11	28	0	0	0	0
The school deals effectively with unacceptable behaviour	28	70	11	28	0	0	0	0
The school takes account of my suggestions and concerns	22	55	15	38	1	3	0	0
The school is led and managed effectively	31	78	8	20	0	0	0	0
Overall, I am happy with my child's experience at this school	31	78	8	20	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 all 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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



16 December 2010

Dear Pupils

**Inspection of Long Preston Endowed Voluntary Aided Primary School, Skipton, BD23 4PN**

Your school is very caring. During my recent visit, I enjoyed joining you in lessons and chatting with you in meetings and over lunch. I was very impressed by how well you behave and the friendly and caring way you treat others. You certainly want to do well and try your best in lessons.

You told me that you like school and this is one reason why you are happy and enjoy learning. Most of you enjoy your studies but there is scope for those of you who find work easy to do better. You do well in music and many of you perform well in aspects of sport. Most of you have an excellent understanding of how to stay safe and are aware of the important choices that need to be made to stay healthy.

Your school provides you with a satisfactory and improving quality of education. It is well managed and everyone involved in it is dedicated to doing the best for you all. Together they make sure you are safe and secure. Your views are very much appreciated and valued which adds to the quality of your own personal development. It is encouraging to see how much you value the natural environment and the importance of recycling and reducing the use of energy.

One of my jobs is to point out ways that your school can improve. Firstly, I have suggested that more opportunities are planned for you to follow your own interests in lessons and secondly that work is more challenging. In addition, I have asked that more notice is taken of the work you do in your books and to keep an eye on your progress. Also, the benefits should be considered of working more closely with other schools.

I send my very best wishes to you all for a very happy and successful future.

Yours sincerely

Mr David Byrne

Lead inspector

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