

Longworth Undenominational Primary School

Inspection report

Unique Reference Number	123154
Local Authority	Oxfordshire
Inspection number	359374
Inspection dates	2–3 December 2010
Reporting inspector	David Carrington

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	61
Appropriate authority	The governing body
Chair	Mr Peter Tyrer
Headteacher	Mrs Sandra North
Date of previous school inspection	9 July 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed 10 lessons taught by three teachers. Meetings were held with the headteacher, school staff and the members of the governing body. The inspectors observed the school's work, and looked at school planning, assessment data, samples of pupils' work, the school's monitoring of the quality of teaching and a number of policy documents. The team received 28 questionnaires from parents and carers and also evaluated those from school staff and the pupils.

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

- Improvements to achievement in writing, especially for boys.
- Whether the school is in a strong position to maintain its improvement during the change of headship.
- Pupils' understanding of communities elsewhere in the United Kingdom and overseas.

Information about the school

Longworth Udenominational is a small primary school. Most of the pupils are from White British backgrounds and all speak English as their main language. The proportion of pupils known to be eligible for free school meals is below average. Almost two thirds of the pupils are boys. An average proportion of pupils have special educational needs and/or disabilities. Some of these pupils have behavioural, emotional and social difficulties.

Children in the Early Years Foundation Stage are taught in the mixed-age Reception and Year 1 class. Some of them attend the before- and after-school clubs which were inspected by the team. There is privately managed pre-school provision on the site which was inspected separately.

The school's un-denominational status is unique. The governing body reports to the management committee, which maintains the school. There is some overlap in membership of the two bodies. The headteacher is leaving at the end of the current term and an acting headteacher, appointed from within the school, takes up post in January 2011.

The school has Eco Schools and Healthy School status and has the Activemark 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?

1

The school's capacity for sustained improvement

1

Main findings

Longworth Undenominational Primary is an outstanding school. Nothing of significance is less than good. There is constant effort to improve from the staff, pupils and members of the governing body. Attainment has risen sharply in recent years. Pupils' attainment is high by the end of Year 6 from levels that are generally similar to those expected for the age group at the start of the Early Years Foundation Stage. Those with special educational needs and/or disabilities are also extremely positive about their learning and make similar progress to their peers. Boys are as successful and happy in their learning as the girls. The pupils are very friendly, polite and kind. They thoroughly enjoy their time in school and are keen to help each other succeed. There is obvious joy and pleasure in celebrating the achievement of others.

School leaders and the governing body have a realistic and sharp perception of the school's strengths and weaknesses. Their shared probing approach to school management is based on detailed and comprehensive evaluations of pupils' progress and the quality of teaching. School improvement planning is methodical and priorities are focused on the things that matter to maintain the pupils' excellent progress. As a result, there is outstanding capacity to maintain the very brisk improvement evident since the previous inspection.

There is a firm quest to make the good aspects of the school's work outstanding. For most of the time behaviour is first rate. Just occasionally, a few pupils do not meet the school's high expectations of behaviour. They are counselled and supported very successfully, so they are soon ready to return to productive working. Older pupils who passed through an earlier phase of less-than-perfect behaviour now say that life in school is much more enjoyable and that they are making greater progress.

School leaders recognise that both the promotion of community cohesion and the safeguarding of pupils can be improved further in order to make them outstanding. Nonetheless, pupils feel extremely safe in school and government guidance is met. Pupils' spiritual, moral social and cultural development is excellent overall. Within this, their cultural development is effective, although it is not yet focused sufficiently on other cultures within the United Kingdom.

Teaching quality is outstanding and benefits from the excellent use made of assessment information to plan lessons that meet the needs of all groups. At present, however, there is some inconsistency in the marking of pupils' books, in sharing targets and identifying how well they are being achieved. There is some outstanding practice, as seen in a Year 4 and 5 literacy lesson, where pupils in the bronze target group strove to write as effectively as the silver group by including the similes that were expected of the higher-attaining group. However, this is not yet the case in all classes.

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The outstanding curriculum is rich, rewarding and relevant. It encourages the sheer joie de vivre seen in lessons. It provides opportunities for all learners, including those with learning difficulties and/or disabilities, to make excellent progress and develop well. It is exemplary in promoting the arts and pupils' personal and social development. The school draws on the expertise of outside agencies extremely well to support this work.

What does the school need to do to improve further?

- Strengthen the use of marking and target setting to support successful learning by:
 - giving pupils ample opportunities in lessons to think and talk about their targets and how well they are reaching them
 - making sure that the marking of books is focused clearly on what has been improved and what remains to be achieved
 - encouraging pupils to write their own evaluations of their learning.

Outcomes for individuals and groups of pupils

1

The school's careful tracking of pupils' progress shows that pupils are achieving exceptionally well. Attainment in reading, writing and mathematics is high compared to standards nationally by the time pupils leave for secondary school. The very brisk progress seen in lessons confirms the excellent progress from Reception to the end of Year 6 for all groups of pupils, including those identified as having special educational needs and/or disabilities. The Friday morning mathematics workshop shared by pupils from Year 2 to 6 is a case in point. In this session pupils chose their own working partners, which included older and younger pupils together. They worked happily and very purposefully investigating sequences of consecutive numbers. A few had initial difficulties understanding how the set of consecutive numbers related to the subsets of consecutive odd and even numbers. This was quickly resolved with much enjoyment and enthusiasm, and the pupils went on to search for patterns in adding two, three or more consecutive numbers. They were highly motivated and readily took up the challenge to see what happens when these values are subtracted as part of their homework.

Pupils respond extremely well to challenges and cooperate very effectively in pairs or groups when asked to do so. Their excellent basic skills and extremely positive attitudes to learning mean that they are exceedingly well prepared for transfer to secondary school. The pupils liken this to packing a suitcase? 'The school gives us the skills and knowledge to take on a vital journey.' Such originality of thought is not unusual at Longworth.

Pupils feel exceptionally safe. They contribute to risk assessment and have good ideas for the removal of hazards. Reception pupils were, for example, observed to calculate the risks inherent in working in the snow and ice before they went outside. They then took great care as they moved around, but also enjoyed immensely the treat of playing in the snow. Pupils are expected to be ambassadors for the school. They do this with enthusiasm as they help each other, take part in local events and represent the school at sports and arts events. They are very successful in competitive sports and games fixtures in the county.

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These are the grades for pupils' outcomes

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

¹ 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?

Lessons are great fun but also sessions of hard work. Teaching and learning are outstanding overall. The focus on basic skills is very effective, as observed in a mixed Year 2 and 3 reading lesson where the pupils concentrated on the improvement of their skills quietly and successfully, allowing the teacher to support intensively a small group in their learning. The pupils responded extremely well to the firm expectations of behaviour and the need to work independently. They were not distracted by the group using hand puppets to act the storyline of their text and concentrated fully throughout. The quality of target setting and marking does not yet match the high quality use of assessment information to match work to different groups and abilities.

The school's excellent partnerships with other schools, visiting experts and parents and carers enliven the excellent curriculum. The masks produced after the visit of a Ugandan artist show this very visibly. Information and communication technology is used very effectively to support learning across the curriculum, as observed in older pupils' individual river studies. The very well-planned cross-curricular links enable pupils to consolidate and extend their basic skills of writing and mathematics outside literacy and numeracy sessions. This enables them to reach high standards. There is a very successful programme of out-of-school activities that pupils support wholeheartedly. This adds very much to their enjoyment of school.

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Parents and carers are convinced that one of the school's great strengths is the quality of care, guidance and support it provides. The pupils share this view. They see their teachers as firm but fair. The pupils are adamant that they are looked after very capably. It is not difficult to find evidence to support parents', carers' and pupils' opinions. For example, those with barriers to learning are guided expertly so they too make brisk progress. Pupils with special educational needs and/or disabilities are equally successful in their learning, as a result of the exemplary work of the teaching assistants as well as teachers. The high rate of attendance is due to a close watch and very effective systems that reduce unnecessary absence. The breakfast and after-school clubs provide a warm, welcoming start and end to the school day, which the pupils enjoy immensely. Boys and girls are equally enthused to work well by the encouragement and attention given by all the adults in school.

These are the grades for the quality of provision

The quality of teaching	1
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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Excellent leadership is at the heart of the school's many successes. Everyone, adult and pupil alike, has high ambitions and the necessary energy and drive to reach their personal and collective goals. Success is measured vigilantly and any slackening of pupils' effort or progress is identified immediately. Interventions to increase pupils' performance are then focused precisely on their individual needs and checked for success. The school's progress tracking system allows the progress of key groups and individuals to be evaluated rigorously and accurately. It is based on detailed and regular assessment that is checked very carefully for accuracy.

The governing body has the expertise and experience necessary to oversee the school's work in depth. Its members are highly motivated to ensure pupils receive the best possible education. They have a high profile in school which gives them great insights into its work. Senior leaders and members of the governing body know that the extension of partnerships with people elsewhere in this country is the key to outstanding, rather than good, promotion of community cohesion. Similarly there is shared understanding that to make the procedures for safeguarding outstanding, all documentary support should reflect up-to-the-minute advice and guidance and be precisely adapted to the needs of those in school. The governing body has well-advanced plans to resolve these omissions.

Parents and carers view the school as a very inclusive organisation. They rate it highly for its work to ensure full equality of opportunity. Inspectors found much evidence to complement these beliefs. All pupils are successful because their needs are placed above all else and learning is thoroughly enjoyable. As a very harmonious community there is no

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room for discrimination of any sort. The pupils make it clear there is no bullying and that the school is 'a big happy family'.

The school uses all resources very effectively and staff are extremely well deployed to make the very best use of their skills and expertise. The teaching assistants are very ambitious, well qualified and experienced. They make a valuable contribution to the quality of teaching, often leading sessions extremely capably for Reception children and the mathematics workshop.

These are the grades for leadership and management

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

Early Years Foundation Stage

School leaders have worked successfully to provide ample opportunities for children in Reception to work separately from those in Year 1. These lessons are geared firmly to the children's needs and provide excellent opportunities for them to investigate and explore the six areas of learning with enjoyment and great gusto. Learning is fun, and there is much laughter and a sense of adventure. This is very evident in children's preparations for their visit to the Forest School. They know they must wear many pairs of socks in order to keep their feet warm in their wellies and count the socks accurately.

The children make outstanding progress. They start Reception with the expected level of skill and knowledge. By the time they move to Year 1 they are above average, and there is sometimes well above average attainment across all areas. This is noticeable in literacy and language where their starting level is often rather lower than in other areas. Their very brisk progress in literacy and language stands them in good stead for work in Key Stage 1. The same holds for their mathematical development. Some children knew that as it was the second day of December, there were 23 days to Christmas. They directed the disbelieving few to the Advent calendar in the classroom as proof of their accurate calculations.

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Children's welfare is promoted very capably. This includes the before- and after-school clubs where Reception children thoroughly enjoy the company of older pupils. Reception children are confident, well spoken and independent learners.

Leadership of the Early Years Foundation Stage is highly accomplished. The leaders ensure assessment is comprehensive, accurate and used extremely well in planning the next steps in learning. They have also raised the quality of teaching and learning so that it is now as effective as in the rest of the school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers are unanimous in their positive views of the school. Some added written comments to support their judgements. There were a very few concerns about the communication between school and home. Inspectors judge that the partnership between home and school is outstanding and there are ample opportunities for parents and carers to keep up to date with its work and their children's progress. The very positive outcomes from the questionnaire are made even more representative because they represent two thirds of all parents and carers, which is above average.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Longworth Undenominational 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 61 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	64	10	36	0	0	0	0
The school keeps my child safe	19	68	9	32	0	0	0	0
My school informs me about my child's progress	9	32	16	57	0	0	0	0
My child is making enough progress at this school	10	36	17	61	0	0	0	0
The teaching is good at this school	13	46	13	46	0	0	0	0
The school helps me to support my child's learning	8	29	20	71	0	0	0	0
The school helps my child to have a healthy lifestyle	18	64	10	36	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)	16	57	11	39	0	0	0	0
The school meets my child's particular needs	10	36	18	64	0	0	0	0
The school deals effectively with unacceptable behaviour	9	32	16	57	0	0	0	0
The school takes account of my suggestions and concerns	7	25	18	64	0	0	0	0
The school is led and managed effectively	14	50	12	43	0	0	0	0
Overall, I am happy with my child's experience at this school	16	57	11	39	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). 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 pupils' 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.



6 December 2010

Dear Pupils

**Inspection of Longworth Undenominational Primary School, Abingdon OX13
5EU**

We thoroughly enjoyed our visit to your school. Thank you for the very warm and friendly welcome you gave us. You also helped us find out more about your school. We judge that it is outstanding and that it is doing very many things extremely well.

The chief ones are:

- You make excellent progress and your attainment is very much higher than expected for your age.
- Children in Reception also do really well in school.
- You behave well, work very hard and are enthusiastic learners.
- Your lessons are fun and enjoyable and you are taught extremely well.
- All the adults in school look after you exceptionally well.
- Your school is led and managed extremely well.

You told us it was like being part of a big happy family at Longworth. You impressed us with your thoughts about how your school can be improved and your ideas to help this. We think there is one particular thing that can be improved now, which we think you will enjoy.

- You could spend more time thinking, talking and writing about how well you are learning and what you must do next to make sure you are always successful in reaching your targets and your teachers could think carefully about what they write when marking your work.

Perhaps you could write a list of what you find easy in your work and what is more difficult. Share your list with your parents, carers and teachers.

We wish you well for your future.

Yours sincerely

David Carrington

Lead inspector

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