

Longborough Church of England Primary School

Inspection report

| | |
|--------------------------------|------------------|
| Unique Reference Number | 115632 |
| Local Authority | Gloucestershire |
| Inspection number | 357789 |
| Inspection dates | 23–24 March 2011 |
| Reporting inspector | Joyce Cox |

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 | 36 |
| Appropriate authority | The governing body |
| Chair | Graham Doswell |
| Headteacher | Clare Fisher |
| Date of previous school inspection | 5 June 2008 |
| School address | School Square Longborough GL56 0QD |
| Telephone number | 01451 830097 |
| Fax number | 01451 830097 |
| Email address | admin@Longborough.gloucs.sch.uk |

| | |
|--------------------------|------------------|
| Age group | 4–11 |
| Inspection dates | 23–24 March 2011 |
| Inspection number | 357789 |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by an additional inspector. The inspector observed four teachers and visited eight lessons. She held meetings with members of the governing body, staff and pupils. The inspector observed the school's work, and looked at the school improvement plan, assessment information, teachers' planning, pupils' work and safeguarding procedures. She also analysed questionnaires returned by 27 parents and carers, nine staff and 23 pupils.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- The impact of the measures taken by all levels of leadership and management to raise pupils' attainment in mathematics and writing.
- How successfully staff use assessment information to meet the various learning needs of all pupils in mixed-aged classes.
- The quality of the indoor and outdoor learning experiences for children in the Early Years Foundation Stage.
- The extent of pupils' knowledge and understanding of life for children in other parts of the United Kingdom and globally.

Information about the school

This is a two-class primary school in a rural area and is much smaller than average. Children in the Early Years Foundation Stage are taught in a mixed Reception and Year 1 and Year 2 class. All the pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils known to be eligible for free school meals is well below average.

Since 2008 the school has been part of a two-school federation with one governing body and one headteacher. The other school was not part of this inspection. A new headteacher was appointed in September 2010. The school has achieved a Healthy Schools award and an Artsmark and an 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?

3

The school's capacity for sustained improvement

2

Main findings

Longborough is a satisfactory school where pupils are well cared for and are very happy and exceptionally well behaved. It is a rapidly improving school and has made significant strides forward since its last inspection and the arrival of its new headteacher. The impact of her good leadership can be seen in improved teaching in Key Stage 2 (which is now all good) and in pupils' accelerated progress and rising attainment, all of which demonstrate a good capacity for further improvement. Many year groups have very small numbers of pupils which makes analysing data problematic. Nevertheless, the school's assessment data show that many Key Stage 2 pupils have made good progress from their various starting points on entry. Pupils' achievement in mathematics is lower than in reading and writing and the school has introduced effective strategies to remedy this. Pupils' progress over time and their learning are satisfactory, and good in the Key Stage 2 class. Staff, the members of the governing body and leaders at all levels have a much improved capacity to measure pupils' attainment and achievement and to track pupils' progress in all subjects. The new headteacher carries out detailed and reflective school self-evaluations to improve all subjects and aspects. The school is also taking part in a raising attainment project with the local authority which is clearly having a good impact on raising pupils' achievement.

There is an increasing amount of good teaching, but too many lessons in Key Stage 1 are only satisfactory and so pupils do not make consistently good progress. In some lessons observed teachers' expectations of what pupils can do are too low and work is not planned sufficiently well to ensure all pupils move on in their learning. The curriculum is satisfactory and pupils enjoy many interesting projects and visits. However, the large outdoor learning environment is underused and the school accepts that further development is required. Pupils make a good contribution to school and local community life. Relatively weaker areas are pupils' knowledge and understanding of being part of a diverse British and global community.

Children in the Early Years Foundation Stage have a satisfactory start to school life. Provision for the youngest children is also improving rapidly, although increased outdoor activities and more structured play experiences are required. The warm and caring relationships help all pupils feel very safe and secure. Virtually all parents and carers who replied to the questionnaire said they held the school and the new headteacher in high regard.

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.

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

What does the school need to do to improve further?

- Improve the quality of learning in lessons in Key Stage 1 and accelerate pupils' progress by:
 - conducting all lessons at a lively pace
 - giving all groups of pupils sufficiently challenging, exciting and engaging work
 - ensuring that planned activities are focused sharply on meeting the learning needs of all pupils.
- Enhance the curriculum further by making more use of the outdoor learning environment.
- Devise and implement plans to improve pupils' knowledge and understanding of being part of the United Kingdom and wider global communities.

Outcomes for individuals and groups of pupils

3

All groups of pupils achieve at least satisfactorily and make sound progress. Progress accelerates in the Key Stage 2 class. Children enter the Early Years Foundation Stage with skills that are similar to those expected for their age. Over the last few years, the school's track record shows that by the time pupils leave Year 6, their attainment has been below average. However, because of improved teaching and better use of assessment information, pupils' attainment has risen steadily to broadly average levels. Observations during the inspection show that pupils work hard and behave well in lessons where the teacher has high expectations and keeps them actively engaged in their learning. However, pupils' learning in some lessons is only satisfactory because the learning intentions are not planned carefully enough and activities are not exciting or challenging enough. All pupils spoke positively about their teachers and teaching assistants. One pupil commented that, 'Teachers are always kind and have a lot of patience.' Staff work hard to support pupils who have specific, and sometimes quite complex, difficulties and barriers to their learning. These pupils, often among the most vulnerable in the school, learn successfully and make equally satisfactory and often good progress.

All pupils say they feel very safe in school and they agree that pupils behave really well in lessons and playtimes. One pupil stated that, 'Pupils never laugh if someone says a wrong answer or makes a mistake.' They understand and accept each others' differences. Pupils have a good awareness of the need for sleep, exercise, healthy food and drink, drug avoidance and good hygiene. They say they enjoy all the many sports activities and older pupils confidently lead early morning 'wake and shake' sessions. Pupils are proud of, and committed to, their school community. Many older pupils have a leadership role in the school, such as helping with assemblies and organising play equipment at breaktimes. All pupils have a strong voice in decisions relating to their well-being and learning through the school council and they say the headteacher always listens to them and really cares about them. They are involved in several projects with the local community and recently invited local residents to a Key Stage 2 presentation of work and research about the village. Pupils' attendance is good and the school has successfully reduced the number of persistent absentees since the last inspection. Pupils have supported two Ugandan children through Action Aid for many years and are regularly involved in fund-raising for national and international charities. They recently designed and made cup cakes for Comic

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

Relief and raised an impressive £160. Pupils' satisfactory academic skills and good personal skills mean pupils are soundly prepared for later life and learning.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| 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 | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

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?

Relationships between teachers and pupils are respectful and caring, which creates calm classrooms. Good teaching was observed where lessons are conducted at a smart pace and teachers have high expectations for all groups of pupils. Assessment information is used well in these classes to plan the next steps in learning and, consequently, pupils make good progress. For example, Years 5 and 6 pupils made particularly good progress in learning about fractions because the teacher skilfully used computer technology to explain numerators and denominators. Her enthusiasm and evident subject knowledge clearly inspired the pupils to persevere. Inspirational teaching was also seen in a Key Stage 2 literacy lesson in which drama was used particularly well to aid pupils' creative writing about a freak snowstorm in the village in 1916. However, this high quality is not seen consistently throughout the school. Teachers' planning indicates the activities pupils are to undertake but does not make it clear what pupils are expected to learn during the lesson. Consequently, in some cases activities are not focused precisely enough on pupils' learning. Because expectations are occasionally insufficiently high, work given to pupils sometimes fails to provide enough challenge.

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

The headteacher and staff are currently working to improve the curriculum. This is manifest in the way pupils are increasingly exploring curriculum areas and making meaningful links between subjects. There is a good range of clubs which are well attended by all pupils. Older pupils have good opportunities to attend residential visits to the Forest of Dean where they learn teamwork and many new skills in exciting and challenging situations. The school is fortunate to have an extensive outdoor area which is not used to its full capacity.

Pupils receive good care because each pupil is known and valued. Effective induction arrangements enable Reception children to settle quickly. Older pupils have many chances to visit their local secondary schools. Good partnerships with outside agencies ensure that any pupil requiring additional support, for whatever reason, quickly gets it. One parent commented, 'My child has had special help with mathematics and has improved greatly. My child who was very shy has much more confidence as well.'

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher's skilled and enthusiastic leadership has been instrumental in creating an increasingly ambitious staff team who want to improve the outcomes for all pupils. She has the highest expectations for staff and pupils and has clearly conveyed her vision for school improvement to staff, governors, parents and carers and pupils. Morale has improved and there is a strong sense of commitment from staff and governors. The headteacher has instigated a number of successful measures to begin to raise pupils' achievement and attainment. However, while these initiatives have been successful in improving teaching and learning in Key Stage 2, which is now good and is a considerable improvement since the last inspection, there is not yet consistently good teaching in Key Stage 1. Precise information on pupils' progress is increasingly being used more rigorously to hold teachers to account for the progress made by their pupils and to provide support for those pupils who are not making enough progress. The governing body provides good support and challenge to the school. The governors are not afraid to ask challenging questions if pupil tracking indicates underachievement. The strong links with external agencies to provide support for potentially vulnerable pupils show the school's strong commitment to equality of opportunity and tackling discrimination, which enables all pupils to achieve satisfactorily, whatever their circumstances or difficulties, and breaks down any barriers that might hinder their learning. The system for tracking pupils' academic progress is effective so that any pupil who is not making enough progress is identified quickly and support is put in place. Safeguarding policies and risk assessments are of a good quality and constantly reviewed to ensure pupils' safety at all times. The

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

headteacher and staff have worked hard to build strong partnerships and trust with parents and carers and this is reflected in the high parental questionnaire returns. Many parents and carers wrote to praise and thank the school and, in particular, the new headteacher. Community cohesion is successfully promoted at a school and local community level. Pupils' understanding of life for people in other parts of the United Kingdom and in different global communities is at an early stage of development.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children's attainment on entry varies year on year, as one would expect given the very small numbers of children in some year groups. They clearly enjoy coming to school, behave well, and feel safe and secure in a caring and supportive environment. The school's tracking data indicate that children make satisfactory progress in all areas of learning and enter Year 1 at the expected levels. Teaching and learning, leadership and management and the planned curriculum are satisfactory. This is because planning for activities undertaken by the children independently is not always sufficiently detailed to ensure all staff are clear about what children are expected to learn. This hampers the adults' ability to question and challenge children fully through their interactions with them. An initiative to ensure children learn their letters and sounds is having a good impact on their early reading and word-building skills and all of the current eight Reception children are starting to write simple sentences. Exciting role-play areas, such as a castle complete with a dungeon, are created carefully to successfully encourage social skills and language development. Since the previous inspection, an outdoor area has been established, but this requires further development to ensure children experience all the areas of learning outdoors and engage in structured, purposeful play activities. A good partnership is quickly formed with parents and carers who say their children have settled well and are happy. However, a small number would like more information about their children's learning and

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

development and also advice on the best ways to support their children when listening to them read.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Over 75% of the 29 families at the school responded to the questionnaire, which is a well above average proportion. Parents and carers expressed very high levels of satisfaction with many aspects of the school. All parents and carers feel that their children enjoy school and are kept safe, that teaching is good and that their children are making good progress. They also all believe that the school meets their children's particular needs, that behaviour is good, that the school is led and managed effectively and that they are happy with their children's experience at this school. The inspector agrees with most of the parents' and carers' positive views. However, she found that the quality of teaching varies throughout the school and, although there is some good teaching, it is satisfactory overall. A very small number of parents and carers raised other concerns which were summarised and raised with the school without identifying any individual.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Longborough Church of England 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 inspector received 27 completed questionnaires by the end of the on-site inspection. In total, there are 36 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 26 | 96 | 1 | 4 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 22 | 81 | 5 | 19 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 16 | 59 | 9 | 33 | 2 | 7 | 0 | 0 |
| My child is making enough progress at this school | 14 | 52 | 13 | 48 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 17 | 63 | 10 | 37 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 20 | 74 | 6 | 22 | 1 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 19 | 70 | 8 | 30 | 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) | 13 | 48 | 12 | 44 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 21 | 78 | 6 | 22 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 17 | 63 | 10 | 37 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 19 | 70 | 8 | 30 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 24 | 89 | 3 | 11 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 23 | 85 | 4 | 15 | 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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



25 March 2011

Dear Pupils

Inspection of Longborough Church of England Primary School, Longborough, GL56 0QD

Thank you for the warm welcome you gave me when I visited your school. I enjoyed coming into lessons and talking with you about school life. I have judged your school to be giving you a satisfactory standard of education.

These are the things I found out.

- You enjoy school, feel very safe and your behaviour is excellent.
- Teachers help you to make satisfactory progress in your work.
- Your headteacher is a good leader and many of you said how much you liked her and you told me how she has improved the school in so many ways.
- You have good relationships with your teachers and you work hard for them.
- You go to a caring school. Everyone wants you to be safe and happy, and to do as well as you can.

I have asked the headteacher, staff and governors to do three main things to help the school improve further.

- Help teachers to make sure you always have good lessons so that you make good progress throughout the school.
- Make more use of the outdoor area.
- Help you to learn more about other people's lives in the United Kingdom and abroad.

You can help by always working hard and continuing to behave so exceptionally well

I wish you all the very best for the future.

Yours sincerely

Joyce Cox

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.