

# Longsands Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	130261
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	364013
<b>Inspection dates</b>	13–14 June 2011
<b>Reporting inspector</b>	Kathryn Dodd

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Marler
<b>Headteacher</b>	Mr Paul Seagraves
<b>Date of previous school inspection</b>	28 November 2007
<b>School address</b>	Longsands Lane Fulwood, Preston Lancashire PR2 9PS
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 14 lessons involving eight teachers. The inspectors held discussions with staff, groups of pupils, members of the governing body, and parents and carers. The inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspectors analysed 127, questionnaires returned by parents and carers, 104 from pupils and 14 from staff.

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

- Whether attainment in English and mathematics by the end of Year 6 is high.
- Whether pupils make consistently good progress, particularly in writing and the more-able pupils in Years 1 and 2.
- The consistency of the quality of teaching, particularly how well pupils are involved in understanding how they are getting on.
- Whether the curriculum is adapted well to boost attainment in writing.
- How effectively leaders and the governing body review pupils' progress information and use it to influence their monitoring activities and inform their evaluation of the school's effectiveness.

## Information about the school

The large majority of pupils at this average-sized school are White British. The remaining pupils come from an increasingly diverse range of heritages, although most are Asian or Asian British. Very few pupils are known to be eligible for a free school meal. The proportion of pupils with special educational needs and/or disabilities is below average. The school has been accredited with Activemark, the Green Flag Award and has achieved Healthy School status.

**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?**

**2**

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

**2**

## Main findings

This is a good school. Pupils' achievement is outstanding because their attainment is high, particularly in mathematics, and they make good progress from the usually broadly average starting points when children start in the Reception class. The exceptional way in which each child is cared for and nurtured reflects the real warmth and care that radiates from everyone. Pupils say they feel totally safe and know help is always close at hand. Parents and carers say that staff, 'take pupils care and welfare in their stride, bringing out the very best in each individual'. They particularly appreciate the, 'genuine dedication and commitment of staff'. Pupils develop striking personal qualities. They are very proud to contribute to their wonderful and harmonious school community. They show good attitudes to learning, behave exceptionally well and are extremely polite, courteous and respectful to adults and to one another. These wonderful attributes, along with their high rate of attendance, place them very well to succeed as young adults of tomorrow.

Children make good progress in the Early Years Foundation Stage and, after this successful start, continue to learn successfully until the end of Year 6. In recent years, the proportion of pupils reaching and exceeding the expected levels of attainment by the end of Year 6 in mathematics has been exceptionally high. Although attainment in English is also high, attainment in writing lags behind that of reading. Pupils' progress in writing is inconsistent because teachers do not always make effective use of assessment information to provide work that challenges pupils' thinking, particularly that of the more-able pupils. Furthermore, there are not yet enough opportunities for pupils to practise their writing skills through their work in other subjects. Older pupils are fully involved in understanding how they are getting on and their learning targets. High quality marking in Year 6, for example, contributes well to the pupils' rapid learning gains in this year group. However, these best practices are inconsistent in other year groups.

Leaders, managers and the governing body work effectively together to drive forward improvement. Since the previous inspection, pupils' attainment has been consistently high and continues to improve further, especially in mathematics. Leaders accurately evaluate the school's effectiveness, recognising its strengths and pinpointing the few remaining weaknesses. New systems to track pupils' progress, steered effectively by the headteacher, are now established and are helping to identify more precisely any variances in pupils' performance. Currently, staff and the governing body do not make the most of this data in order to influence their monitoring activities and make a fully informed contribution to self-evaluation processes and improvement planning. Nevertheless, there is a combined view of the future and clear actions to sustain the school's many strengths. These strengths, plus shrewd financial management, is why the school provides outstanding value for money and demonstrates that there is a good capacity to improve further.

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

- Accelerate progress in writing to a consistently good rate, by
  - providing more opportunities for pupils to practise their skills as part of work in other curriculum subjects
  - making sure all pupils are clear about their precise learning targets and the next steps to attain them
  - ensuring that teachers in all classes make consistently good use of assessment information to plan activities to challenge pupils, particularly the more-able pupils.
- Strengthen the monitoring and planning roles of staff and governors by ensuring they make full use of all of the assessment information now available.

## Outcomes for individuals and groups of pupils

<b>1</b>
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Achievement is outstanding. Pupils, including those with special educational needs and/or disabilities and those of varying ethnic backgrounds, make good progress. In lessons, pupils are very attentive, eager to learn and their behaviour is exemplary. Pupils work at a good pace, particularly when working alongside adults, in pairs or collaboratively. Most pupils respond very well to teachers' questions, although occasionally their concentration drifts when they sit as a whole group listening to their teacher, or on the rare occasions when activities are insufficiently challenging. Pupils make good progress in Key Stage 2. In Year 6, progress is outstanding because challenging teaching leads to high standards with a large majority of pupils reaching the higher Level 5. By the end of Year 2, attainment is usually above average. Pupils in Years 1 and 2 make good progress, however, only a small minority reach the higher Level 3 attainment, particularly in writing.

Pupils' enjoyment is reflected in their high rate of attendance and the enthusiasm with which they participate in and talk about all that is on offer. Pupils are very proud of their school and contribute extremely positively towards it. They relish opportunities to take on responsibilities, for example, as pupil governors or play buddies. They make an excellent contribution within the local community, such as by designing and improving facilities in a nearby public space. Pupils' good understanding of how to lead healthy lifestyles is reflected in their eagerness to take part in an extensive range of sporting activities, such as hockey, rugby and ballet. Pupils are extremely knowledgeable about how to keep safe, showing great concern for one another's welfare. The confidence, ease and maturity with which pupils discuss their learning together and with adults and visitors, along with their high attainment and rate of attendance demonstrates that they are particularly well prepared to be successful in the next stage of their education.

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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>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
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>2</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>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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?

Effective classroom organisation and skilful use of interactive whiteboards, coupled with teachers' enthusiasm and very positive relationships, all make a strong contribution to pupils' good progress. Sensitive deployment of support staff enables pupils with special educational needs and/or disabilities to make good progress. In mathematics, assessments of pupils' achievements are used very effectively to influence teachers' planning. This was seen, for example, in the skilful way pupils in Year 6 responded to very direct, fast-paced and challenging questioning that kept the pupils continually on their toes. Targeted booster activities for pupils who need to catch up, along with very regular opportunities for pupils to develop their mental calculation skills and to use and apply their mathematical skills through practical activities, all contribute to the exceptionally high levels of attainment in mathematics. Opportunities to take learning forward, in writing, at a good rate are sometimes hampered when activities provided are insufficiently challenging or when pupils complete too many uninspiring worksheets. The school is addressing the slower pace in writing with a range of useful activities although some opportunities to write creatively and at length in other curriculum subjects remain overlooked.

The curriculum is well designed and places a very strong emphasis on broadening and enriching pupils' everyday experiences. It offers a balance of academic, physical and

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creative activities and contributes greatly to pupils' progress and enjoyment in school. This includes an excellent range of extra-curricular activities, trips and visitors.

Making sure that each child is nurtured and cared for is at the heart of this school. Extremely high quality pastoral support is evident in day-to-day practice. Procedures to promote good attendance are highly effective. Effective partnerships fostered with parents and carers and with external support agencies, reflect the school's unrelenting commitment to helping pupils with any additional learning, social or medical needs. Arrangements to welcome and settle children into school in the Reception class and to prepare pupils for their onward journey to secondary school are excellent.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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>1</b>

## How effective are leadership and management?

Leaders place a strong emphasis on the inclusion of pupils, particularly to eradicate any barriers to learning and to ensure all pupils can participate in everything the school has to offer. Careful evaluation identifies the correct areas to improve. Consequently, plans are now in place to ensure more pupils reach the higher Level 3 by the end of Year 2 and to accelerate further progress in writing. This demonstrates the school's commitment to providing equal opportunities for all pupils. Leaders and managers regularly undertake a good range of activities to monitor the quality of provision and this is having a positive effect on strengthening the quality of teaching even further. However, actions to raise attainment are not always sharp enough because they do not always stem from a rigorous analysis of attainment and progress information.

In their united quest to drive improvement forward and to sustain high attainment the headteacher, staff and the governing body forge good partnerships with parents and carers and beyond school. Staff value very highly the opportunities that stem from such partnerships, particularly to extend their own professional development. They say they are, 'very proud to work at the school'. The school makes a good contribution to community cohesion. Leaders ensure that pupils show great sensitivity, tolerance and respect for the increasing diverse ethnic backgrounds of its pupils. Strong links are fostered within the locality and further afield. Even so, leaders are yet to fully evaluate the impact of their efforts. Safeguarding procedures, particularly the arrangements to ensure all staff are well trained and to ensure pupils know how to keep themselves safe, are good. The effective governing body is extremely supportive and has been particularly successful in supporting efforts to extend sporting opportunities. Governors contribute effectively to financial management ensuring money is spent prudently. They are well aware that attainment by Year 6 is consistently high; however, they are still developing

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the skills and knowledge needed to hold the school fully to account for the performance of the pupils across the year groups and subjects.

*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	2
<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>2</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>2</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>1</b>

## Early Years Foundation Stage

Learning gets off to a successful start and children make good and, sometimes, outstanding progress in the Early Years Foundation Stage. By the start of Year 1, the proportion of children reaching and exceeding the expected levels of development is usually above average. The extremely warm and very caring relationships between adults and children ensure that children enjoy learning and feel extremely safe. Excellent attention is given to ensuring the welfare needs of children are met. The partnership between home and school is strong. This is reflected, for example, in the array of opportunities for regular communication, both written and verbal, to develop parents' and carers' understanding of what their children will learn and what they have achieved. Children enjoy school a great deal. This is reflected, for example, in their excitement and enthusiasm when discussing with adults and one another the new arrival of chick eggs into their classroom. They quickly become eager and confident young learners who behave very well. Adults work well together to assess children's progress. They record children's achievements carefully and plan future work based on this knowledge. Learning, therefore, builds effectively on what children can already do. Children's good progress is a result of effective leadership and management. Leaders are now focusing, correctly, on extending opportunities to improve children's writing skills, particularly during the times when they play and learn independently.

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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

The proportion of parents and carers that returned questionnaires is higher than average. They are overwhelmingly supportive of all aspects of the school's work. Parents and carers, rightly, acknowledge that their children's attainment is high, but also value that their children learn in an environment which, 'places a strong emphasis on moral values, discipline and developing independence'. Parents and carers of pupils that have special educational needs and/or disabilities express their appreciation of staff efforts which they say enables their children to achieve, 'well beyond their expectations, both in their academic and social development'. Inspectors fully endorse these positive views of the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Longsands Community 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 127 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	69	39	31	1	1	0	0
The school keeps my child safe	89	70	38	30	0	0	0	0
My school informs me about my child's progress	74	58	52	41	1	1	0	0
My child is making enough progress at this school	69	54	56	44	2	2	0	0
The teaching is good at this school	77	61	50	39	0	0	0	0
The school helps me to support my child's learning	65	51	58	46	1	1	0	0
The school helps my child to have a healthy lifestyle	67	53	56	44	2	2	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)	64	50	49	39	2	2	0	0
The school meets my child's particular needs	67	53	58	46	0	0	1	1
The school deals effectively with unacceptable behaviour	62	49	60	47	3	2	0	0
The school takes account of my suggestions and concerns	44	35	73	57	3	2	1	1
The school is led and managed effectively	70	55	53	42	2	2	1	1
Overall, I am happy with my child's experience at this school	85	67	42	33	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><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.**



15 June 2011

Dear Pupils

**Inspection of Longsands Community Primary School, Preston, PR2 9PS**

Thank you so much for the extremely warm welcome you gave us when we inspected your school. We thoroughly enjoyed our time with you and finding out your views. You go to a good school. By the time you leave at the end of Year 6, your attainment is much higher than usually seen; you make good progress. We were particularly pleased to:

- find out how many of you reach Level 5 in mathematics at the end of Year 6
- see your consistently excellent behaviour in lessons and around school and just how mature, polite and courteous you all are
- see how well you get on together, treat one another with respect and learn peacefully together, and that you feel totally safe
- hear how much you enjoy taking part in sporting activities, such as ballet and tennis, and that you know this helps to keep you healthy
- find out how proud you are of your school and how keen you are to help to improve it, for example, by being pupil governors or play buddies.

So that your school becomes even better, we have asked that some improvements be made. These are to make sure that:

- you all make good progress in your writing by giving you work that always makes you think really hard, making sure that you all know how you can improve and by giving you even more chances to practise your writing skills
- adults with special responsibilities improve how they use the information about how well you are learning.

You can help by telling your teacher if your work is too easy and by checking all the time what you still have to do to reach your learning targets. Finally, I send my very best wishes to you all for a very bright and successful future, and I hope you have lots of fun watching your chick eggs hatching out soon.

Yours sincerely

Kathryn Dodd  
Lead inspector

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