

# Longwick Church of England Combined School

Walnut Tree Lane, Longwick, Princes Risborough, HP27 9SJ

**Inspection dates** 19–20 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school has made rapid progress since the last inspection under the determined and thoughtful guidance of the headteacher.
- Good teamwork from all the staff has helped to create a happy school where pupils achieve well.
- Pupils' attainment is above the national average. Good teaching ensures that the pupils make good progress.
- Good management of teaching and learning has helped to improve the quality of teaching since the last inspection. Staff share ideas well together.
- Pupils' behaviour is outstanding and the pupils know how to stay safe.
- Assemblies are interesting to pupils and conducted well. They contribute significantly to pupils' spiritual, moral, social and cultural development.
- The governing body is very supportive and has played an important part in the improvements that have been made.
- Parents and carers are most supportive. Many recognise the considerable improvements made since the last inspection and were keen to tell the inspector about this.

### It is not yet an outstanding school because

- Pupils' skills in mental mathematics are not always developed well enough, especially for pupils of average and lower ability.
- The school has still to make sure that pupils' skills in subjects other than English and mathematics build up progressively as pupils move up through the school.
- The targets set for staff to help them improve their teaching are not always written clearly enough. This makes it difficult to measure their success in meeting these targets.
- The teaching of handwriting is not yet secure and, as a result, the quality of children's handwriting is too variable.

## Information about this inspection

- The inspector visited 17 lessons or parts of lessons. Two of these were observed jointly with the headteacher.
- The inspector heard pupils read and looked at samples of pupils' work.
- He examined the 47 responses on Parent View, the government's website for parents' views of schools, and read four letters sent in by parents or carers.
- A discussion was held with a member of the local authority's advisory staff.
- A group discussion took place with pupils.
- The inspector held several meetings with the headteacher and met other members of staff for discussions.
- He examined information on pupils' achievement and other school documentation, including safeguarding information.
- A meeting took place with the Chair of the Governing Body.

## Inspection team

Peter Sudworth, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school has a class for each age group but is nevertheless smaller than the average-sized primary school.
- Almost all pupils are White British.
- Eight Traveller pupils attend the school periodically. Some of these have joined the school very recently.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported by school action plus or through a statement of special educational needs is above average.
- The proportion of pupils eligible to be supported by the pupil premium, which is extra government funding for certain pupils, including those who are known to be eligible for free school meals, is well below the national average.
- The school has met government floor targets, which set the minimum expectations for pupils' attainment and progress.
- There has been an almost complete change of staff during the past two years.
- The current headteacher has been in post for just over two years.

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

- Improve pupils' skills in mental mathematics, especially for pupils of average and lower ability, by planning suitable activities for different ages which will help pupils to calculate more quickly in their heads.
- Improve planning in subjects other than English and mathematics so that pupils' learning and skills are developed progressively in these subjects as the pupils move through the school.
- Improve the arrangements for reviewing staff performance by:
  - ensuring that the targets agreed at teachers' annual reviews of their performance are written more precisely so that their success in meeting these targets can be easily monitored.

## Inspection judgements

### The achievement of pupils is good

- Children's attainment when children first start Reception is around that expected for their age. They make good progress in the Early Years Foundation Stage and reach above average standards by the end of the Reception class.
- Pupils continue this good progress into Key Stage 1 where attainment is above average by the end of Year 2. Particularly good progress is made in writing, with the percentage of pupils reaching the higher level almost double the national average in 2012. The proportion of Year 1 pupils who reached the expected standard in the national phonics check, which tests their ability to link sounds and letters, was much higher than nationally.
- Attainment in Key Stage 2 has been well above average in the last two years. Higher ability pupils do particularly well. The percentage of Year 6 pupils reaching the higher levels in English and mathematics was well above the national average in 2012. This represents good achievement, particularly as a third of the pupils in this group had special educational needs.
- The progress of pupils currently in the school is good in reading, writing and mathematics. However, lower and middle ability pupils are not always able to work out mathematical calculations in their heads quickly enough.
- Pupils' handwriting is too variable in quality. Pupils do not consistently use a joined style in Key Stage 2 and not enough pupils progress to the use of pens rather than pencils.
- Pupils have good speaking and listening skills. They are confident to speak in class and do so with a good level of fluency. They listen well to others.
- Disabled pupils and those who have special educational needs are making good progress, helped by the good one-to-one support which addresses their needs. Traveller pupils make good progress during the times when they attend.
- Pupils entitled to the pupil premium make good progress. There are very few of these pupils in any one year group and therefore information on achievement for these pupils must be viewed with caution. In 2012, the standards attained by the few Year 6 pupils known to be eligible for free school meals were just under a year behind in English and approximately 18 months behind in mathematics. However, the school has used the pupil premium funding effectively and the progress made by current pupils eligible for this support compares well to their classmates.

### The quality of teaching is good

- Teaching is good and occasionally outstanding. Teachers manage the pupils well, prepare their lessons effectively for different needs so that lessons proceed calmly and briskly. There is good balance between discussion and activity.
- Teaching assistants work well with groups and individuals who need more help with their learning. They make good use of equipment to support these pupils. The regular training provided for teaching assistants by the headteacher promotes their effectiveness well. Traveller pupils are well supported.
- Good use is made of interactive whiteboards which provide a visual approach to learning and enable the teachers to prepare materials in advance to share with the pupils. This enables effective use to be made of time. Teachers also share the aims of the learning well with pupils and pupils are made aware of how to be successful in their tasks.
- A whole school approach to the teaching of mental mathematics has not yet been secured and this slows the progress of some pupils. Nevertheless, good mathematics teaching was observed. Year 6 pupils were engrossed as they worked out the cost of the cheapest holiday from a number of 'travel agents', given certain essential requirements for the holiday.
- The teaching of information and communication technology is regular and developing pupils' skills well. Science is also well taught, with lots of opportunities for pupils to plan investigations. They apply their mathematical and writing skills effectively in drawing out conclusions.

- Work is well planned for the most able pupils so that they can be challenged at their own level. This has contributed to a number reaching the highest level (Level 6) in mathematics.
- Marking is good, with a balance of praise for what pupils have done well and guidance on what they need to do to improve. However, not enough is done to encourage pupils to present their work more neatly. The teaching of handwriting is not yet good enough and, as a result, the quality of handwriting is too variable.
- The teaching of reading is good and, consequently, pupils can tackle unfamiliar words. For older pupils, special group reading sessions support pupils' skills in interpreting the deeper meaning of the text.

### **The behaviour and safety of pupils are outstanding**

- Pupils enjoy school immensely and attendance is above the national average. They say, 'It's great fun, with a wide variety of activities and we always learn something every day.' They get along extremely well together.
- Behaviour is outstanding in lessons, around the school and when at play. Pupils have excellent attitudes to learning.
- Pupils feel very safe in school, saying that 'there is always someone to go to if we feel down in the dumps'. They understand what is meant by bullying and are certain that this is very rare.
- Pupils know how to keep themselves safe out of school. They are aware of road safety and the need to be vigilant when using the internet. They understand what cyber bullying is, although they say that they have not experienced this.
- Pupils sing well in assemblies and help to prepare the hall. They manage the equipment, for example, to show the words of the songs.
- Pupils enjoy after school activities which they participate in regularly, including philosophy and a group which learns about Christianity. These activities contribute well to their relationships with others and to their spiritual, moral, social and cultural development.
- Pupils learn about different charities and arrange fundraising events to support the annual charity of their choice.
- Junior road safety officers encourage sustainability through getting others to walk, bike or use their scooters to school. They have been very successful in getting their message across.

### **The leadership and management are good**

- The school has improved greatly over the last two years as a result of the headteacher's very good leadership, her partnership with the senior leadership team and the support of the new staff. Staff are very happy at the school. As one wrote, 'It's an exciting school to work at as the momentum is moving strongly forward to the children's benefit.'
- The local authority provided good support for the school during previous difficulties. It recognises the positive changes that have occurred since the last inspection and has confirmed this through its own review of the school earlier this year. It has provided advice in developing the Early Years Foundation Stage and also provides training for governors.
- Review of teaching and learning within the school is regular and includes lesson observations and examining pupils' work. Regular senior leadership team and staff meetings successfully focus on attainment, progress and the quality of teaching. The school improvement plan outlines the correct priorities for development.
- The vast majority of parents and carers express very positive views about the school. Letters comment about the improvements made and the welcoming, caring and happy school.
- The targets set of teachers to help them improve their work are not consistently written clearly enough. This makes it difficult for leaders to measure teachers' success in meeting these targets.
- Safeguarding arrangements are good. Child protection arrangements are secure. Staff received

regular training about these matters. The staff know the pupils and their families well.

- The school has a very small number of pupils entitled to the pupil premium, but this funding is wisely spent on small group work and individual tuition. The pupils concerned are making good progress and their current level of attainment compares very favourably with others. Senior leaders work hard to ensure there is no discrimination and that all pupils are treated equally.
- The school offers a good balance of activities and subjects and there is good attention to basic skills. The school recognises the need to improve planning in subjects other than English and mathematics so that pupils gain in skills in these subjects as they move up through the school. There is a good range of after school activities.
- **The governance of the school:**
  - The governing body is effective. It is well led. Governors' expertise is used well in the committees, which do a lot of background work in preparation for the main governing body meetings. Governors visit the school through their attachments to different classes and subjects, and when they follow up the school's work in addressing its priorities for improvement. These visits provide them with a good understanding of the quality of teaching and they know how good teaching is rewarded through progression along the salary scale. They understand how the pupil premium money is spent. Expertise among the governing body enables it to understand progress information and to challenge and question the school. Governors undergo training and the induction programme for new governors helps them to understand their role, particularly in their understanding of how well pupils are achieving.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	110432
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	401125
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	149
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debby Cadwallader
<b>Headteacher</b>	Hilary Goddard
<b>Date of previous school inspection</b>	21–22 September 2009
<b>Telephone number</b>	01844 344769
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