

Longtown Community Primary School

Longtown, Hereford, HR2 0LE

Inspection dates 17–18 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils across the school achieve well. All groups of pupils, including children in the Reception class, make good progress in reading, writing and mathematics as a result of good teaching.
- Children experience imaginative teaching in the Early Years Foundation Stage and are well prepared for Year 1.
- Pupils feel safe in school because staff care for them and help them if they have any concerns.
- Pupils' good behaviour in lessons, around school and in the playground helps to make the school a happy place where all are able to learn successfully.
- Pupils speak very positively about their school. They enjoy what the school offers them, which is why attendance is above average. Parents and carers are equally pleased with the education their children receive and are closely involved in the life of the school.
- The executive headteacher is building an effective team which is fully committed to ensuring that the school continues to improve both teaching and pupils' achievement.
- Governors know what is needed to improve the school and ensure leaders are taking effective steps to bring this about.

It is not yet an outstanding school because

- Teachers' expectations of what pupils can achieve in English and mathematics, including the most-able pupils, are not always high enough.
- Teachers do not get sufficient opportunities to observe outstanding teaching to further improve their practice.
- Pupils do not get enough opportunities to refine the skills they learn in English and mathematics by using them in other subjects.
- Pupils' spelling and handwriting are not as good as they could be.
- Pupils do not know enough about the diversity of life in modern Britain.

Information about this inspection

- The inspector observed six lessons, two of which were joint observations with the assistant headteacher. The inspector also made a number of shorter visits to other lessons.
- The inspector scrutinised pupils' work in books and listened to pupils read.
- The inspector scrutinised displays around the school and photographs illustrating pupils' learning.
- The inspector observed behaviour in and out of the classroom, including at lunchtime, and had discussions with pupils about behaviour, bullying and safety in the school.
- Discussions were held with the executive head teacher, the assistant head teacher, staff, pupils and governors. The inspector had telephone conversations with two representatives of the local authority.
- A wide range of the school's documentation was examined, including the school's analysis of how well it is doing, documents relating to monitoring and evaluation, systems for tracking pupils' progress, documents regarding safeguarding and attendance and key policies.
- The inspector took account of 29 responses to the online questionnaire (Parent View) and several letters from parents. He also met with parents at the start of the school day.
- The inspector analysed nine questionnaires completed by staff.

Inspection team

David Evans, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school which serves the village of Longtown and the surrounding rural community.
- Nearly all pupils are of White British heritage and no pupils are learning English as an additional language.
- The proportion of pupils eligible for pupil premium funding is well below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportions of pupils supported through school action, school action plus or with a statement of special educational needs are all below the national average.
- In 2013, the school met the current government floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school has a daily after-school provision as part of the extended schools project and works closely with an independently managed pre-school on site.
- The school was federated with another small local primary school in 2012. This federation was dissolved in April 2014. This led to a significant period of disruption for the school, due to the dismantling of the previous joint staffing structure and the subsequent re-organisation. The school is currently in a partnership with the local secondary school in which teaching staff are shared and there is an Executive Headteacher.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in order to accelerate the progress pupils make, by:
 - making sure that teachers have consistently high expectations of what pupils can achieve in English and mathematics
 - ensuring the most-able pupils move on more quickly in their learning
 - ensuring that there are appropriate opportunities for pupils to use their writing and mathematical skills in different subjects
 - improving the quality of pupils' handwriting and spelling
 - providing regular opportunities for teachers to observe outstanding teaching and ensuring they use this to improve their own teaching, so that it is as good as the best teaching already evident in the school.
- Create more opportunities to teach pupils about the ways people from different ethnic groups live their lives in modern Britain.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills and experiences that are broadly typical for their age. Children settle quickly and many become articulate and confident young learners who make consistently good progress.
- Reading is given a high priority from the moment pupils enter school in the Early Years Foundation Stage. Pupils use phonics (the sounds that letters represent) successfully to help them read and enjoy books. In the 2013, in the Year 1 phonics screening check, pupils achieved above average results. As pupils move through the school, they are able to explore different kinds of books as well as different authors to deepen their love of reading.
- Pupils currently in the school achieve well in mathematics and this has been an area of marked improvement; several pupils told inspectors that this is their favourite subject. Many have a secure understanding of how to carry out complex calculations and solve problems confidently.
- Most pupils write reasonably well and there is evidence of good quality work by older pupils. However, pupils' spelling is not always accurate enough and the quality of their handwriting varies. In Key Stage 2, pupils' books show that they do not always write at length when studying the different topics they encounter in other subjects and, in general, there are not enough opportunities for pupils to develop their writing and mathematical skills outside formal literacy and numeracy lessons.
- Most pupils make good overall progress as they move through the school. However, the most-able pupils could achieve more and sometimes their teachers do not spot when this is the case. Progress is most rapid where the teachers regularly check how well the pupils are achieving and adapt activities to offer additional support and challenge that further extend pupils' understanding and skills.
- In 2013 progress dipped in mathematics and writing. These results were untypical for the school, which responded by putting in place clear strategies to raise standards. Pupils currently in Years 5 and 6 are making good progress and are on track to attain above average standards in reading, writing and mathematics by the time they leave.
- The inclusive approach of the school makes sure that disabled pupils and those with special educational needs make good progress from their various starting points.
- There were too few pupils leaving Year 6 in 2013 who were eligible for pupil premium funding to comment on their attainment without identifying them. The school identifies the requirements of eligible pupils accurately and quickly puts in place effective support for their particular learning needs so that they achieve as well as other pupils in reading, writing and mathematics. Teachers and teaching assistants work hard to help eligible pupils gain in confidence and provide well-written resources to support their work and help them to progress.

The quality of teaching is good

- The quality of teaching is typically good. Staffing issues brought about by the reorganisation last year had an adverse impact on pupil outcomes in 2013 but these were not typical of the school over time. Leaders have identified and tackled these weaknesses successfully and teaching through the school is now good.

- In the Early Years Foundation Stage, the teacher provides a stimulating and caring learning environment, where children quickly become confident learners and make good progress. They enjoy the selection of activities designed to extend their personal, social, language and number skills. Children are given good support with early reading and writing and learn how to use numbers to add. Consequently, they are well prepared for entry into Year 1.
- Throughout the rest of the school, reading, writing and mathematics are taught well. The focused teaching of reading is especially effective and has a notable impact on pupils' reading skills. However, teachers do not always have high enough expectations of what pupils can achieve and this sometimes affects the progress of more-able pupils.
- In other respects, teaching is good. One of its notable strengths is the high quality relationships that teachers have with their pupils. These have an extremely strong impact on pupils' attitudes and their willingness to respond positively to the work they are given. Pupils enjoy learning and they are eager for new knowledge and consequently the great majority achieve well.
- Teachers manage behaviour very successfully so that there is little disruption to pupils' learning. Teachers are good role models who speak courteously to their pupils and expect the same politeness and attentiveness in return; they are seldom disappointed. This fosters pupils' personal development effectively.
- Teaching assistants and other adults work closely with teachers to address pupils' individual needs. They contribute effectively to pupils' learning and provide well-targeted support for those who find learning difficult.
- Teachers' subject knowledge is good. The resources they provide, such as unusual artefacts, are imaginative and well-chosen, and they use interactive technology very effectively to engage pupils' interest and increase their involvement in their learning.
- Teachers mark pupils' work regularly and well; all teachers consistently offer appropriate guidance for pupils to follow that helps them improve.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The school has clear expectations of pupils' behaviour, both in lessons and around the school and at playtimes, which nearly all pupils willingly follow. Pupils themselves readily confirm that behaviour is good.
- Pupils are attentive and work hard in lessons so that very little learning time is lost. There are strong levels of mutual respect between adults and pupils.
- Pupils are proud of their school and take on a wide range of responsibilities, such as school councillors, with maturity. Pupils' enthusiasm for school is reflected in their rapidly improved attendance rates, which are now above average.
- Pupils have a good understanding of what is right and wrong. The school's very effective use of 'Circle Time' helps to promote good behaviour across the school. Pupils act sensibly around the school and on the playground; they are extremely polite and welcoming to visitors.
- Pupils know about different forms of bullying and understand how thoughtless words can upset

people. Discrimination in any form is not tolerated and school records show that incidents of bullying are very rare. On the few occasions when incidents have occurred, they have been well managed.

- Most parents who responded to Parent View indicate that they are positive about the behaviour and safety of pupils and feel that the school deals effectively with any incidents of bullying that may arise. School records and the views of the pupils support this view.
- Pupils are polite and respectful to adults, visitors and their peers. Positive relationships contribute to pupils' good social skills.
- The school's work to keep pupils safe and secure is good; the school's procedures are regularly checked to ensure they comply with statutory requirements. Pupils are taught how they can help to keep themselves safe. Their understanding of e-safety is impressive and they sensibly and maturely discuss the risks associated with using the internet, for example, the importance of ignoring any requests for personal information.

The leadership and management are good

- The executive headteacher is providing very effective leadership and is securing rapid improvements in a short period of time. She is ably supported by the assistant head and all members of staff, who work to a common purpose to make sure pupils receive a high quality of teaching. Leaders and managers are energetic, passionate and highly capable. They clearly demonstrate a good knowledge of what the school does well and what is needed to improve it. Consequently, the progress that most pupils now make in all year groups is rapidly improving.
- The executive headteacher, in collaboration with members of staff, has produced a concise, school development plan, which includes specific, well-focused priorities and actions for improvement. Her analysis of information about pupils' performance is exemplary. She tracks patterns in pupils' achievement across the school very carefully and uses this information to brief teachers on which pupils need additional support.
- The executive headteacher skilfully ensures that partnerships with other schools, particularly with the partner secondary school, provide access to a wealth of additional experience and expertise that is enabling subject leaders to improve the way they lead their subjects. As a result, standards and progress have risen this year in both English and mathematics as well as in other subjects.
- Senior leaders have been highly effective in promoting an atmosphere that encourages pupils to treat each other with courtesy and friendliness. All members of the school community are treated equally, and discrimination in any form is not tolerated.
- Subject leaders play a key and active role in checking the quality of teaching and learning regularly. However, because of recent staff changes, staff have had few opportunities to observe outstanding teaching either in their own school or elsewhere, and to use it to improve their own practice.
- The curriculum and the school's values underpin provision for spiritual, moral, social and cultural development. This is enhanced by a range of trips and visitors to the school. The impact is seen in the inclusive atmosphere of the school and the good support for pupils whose circumstances make them vulnerable. However, pupils have too few opportunities to gain an understanding of life in Britain's diverse society and they do not have a good enough understanding of different

cultures and religions in modern Britain.

- There are very strong and effective relationships with parents and carers who are overwhelmingly supportive of the work of the school. In conversation with the inspector, one parent said, 'My child is very happy here, the school does everything it can to ensure that they make good progress.'
 - School leaders and governors are using the new primary school sports funding provided by the government to improve opportunities for sports development for the pupils. The school is employing a specialist coach to work with pupils on a variety of activities and focusing on enhancing teachers' skills.
 - Safeguarding requirements are fully met.
 - Since the last inspection, the school has received appropriate support from the local authority. However, more recently the school has sought support from other sources, especially from the local secondary school.
- **The governance of the school:**
- Governors, led by a knowledgeable and determined Chair of the Governing Body, work closely with the executive headteacher. They understand the strengths of the school and know where it needs improvement. This helps them to challenge leaders on a regular basis, and also identify their own training needs. Governors are able to bring a number of diverse personal skills to help in the management of the school. They have a thorough understanding of staff performance and targets in relation to the learning of pupils, and pay progression. Governors monitor pupil premium funding in fine detail and know how these pupils perform in comparison to other pupils in the school. They also carefully analyse the spending of the new sports funding and the subsequent outcomes for the skills and health of pupils. Governors ensure that safeguarding arrangements meet requirements and that school policies are regularly reviewed.

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

Unique reference number	116705
Local authority	Herefordshire
Inspection number	442650

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	56
Appropriate authority	The governing body
Chair	Kym Wilcocks
Headteacher	Sue Gaston (Executive Head)
Date of previous school inspection	7 July 2010
Telephone number	01873 860239
Fax number	01873 860239
Email address	admin@longtown.hereford.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 and 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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

