

Longsands Community Primary School

Inspection report

Unique Reference Number	130261
Local Authority	Lancashire
Inspection number	315607
Inspection date	28 November 2007
Reporting inspector	Jackie Barnes

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	4-11
Gender of pupils	Mixed
Number on roll	
School	210
Appropriate authority	The governing body
Chair	Mr John Marler
Headteacher	Mr Paul Seagraves
Date of previous school inspection	1 March 2004
School address	Longsands Lane Fulwood Preston Lancashire PR2 9PS
Telephone number	01772 795676
Fax number	0

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Introduction

The inspection was carried out by one Additional Inspector. The Inspector evaluated the overall effectiveness of the school and investigated the following issues:

- the progress of the most capable pupils in the Foundation Stage and in writing throughout the school
- the extent that pupils' targets are reflected in the planning of teaching and learning in lessons
- the effectiveness with which subject leaders influence teaching and pupils' progress in their areas of responsibility.

Evidence was gathered from the school's self-evaluation, assessment procedures, national assessment results and other documentation; discussions with staff, governors and the local authority; parents' and pupils' views, and lesson observations. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is an average size school situated in a northern suburb of Preston and is oversubscribed. The school's immediate locality is mainly detached private housing built just over 10 years ago along with the school. There is an adjacent health centre and independent provision for the care of pupils before and after school. Entitlement to free school meals is low. Most pupils are of White British heritage. No pupil is at the early stages of learning English. The proportion of pupils with learning difficulties and/or disabilities is average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features. It has happy children who really enjoy their work and are keen to learn. Their attendance is outstanding. It has overwhelming support from its parents who particularly value the excellent care and support their children receive. The positive and welcoming atmosphere provides a good background to learning for pupils of all abilities.

Pupils' personal development and well-being are outstanding. This is due mainly to the well placed trust that pupils have in the staff. This trust and good relationships help pupils to feel safe, have the confidence to contribute their ideas, ask for help and take criticism positively. From the time they enter school, a good curriculum and the day-to-day guidance of staff successfully support pupils in developing a good knowledge of themselves. Pupils' behaviour is excellent and they are co-operative, hardworking and generous. They have a very good understanding of how to stay healthy. They have a clear commitment to the school and wider community, taking care that no-one is lonely at playtimes and organising support for good causes. Their pride in the environment is reflected in the attention paid to ecological issues such as reducing the use of plastic bags. Pupils in all year groups make good use of opportunities for independence and leadership through having specific responsibilities or organising clubs and activities. Their contribution enriches the curriculum considerably. There is less evidence of pupils using their own initiative to improve their work in lessons. Pupils' outstanding personal development and their good academic standards help prepare them well for the next stage of their education.

Pupils' achievement is good and standards are well above average. A very good start is made in the Foundation Stage and the children enter Year 1 with a good grasp of most of the early skills of literacy and numeracy. Their progress over the next two years, although good, slows a little as pupils consolidate their learning. By Year 2, national assessment results are significantly above average, with the more capable pupils attaining particularly well in mathematics. A small number of pupils do not make enough progress, mainly because they find their work in some lessons too hard or too easy. In Key Stage 2, most pupils make very good progress, especially in the older year groups where progress tends to accelerate as a result of high quality teaching. The school's national test results for Year 6 have been significantly above average for several years, with all pupils attaining the expected Level 4 for their age, and a high proportion reaching the higher Level 5. Pupils with learning difficulties and/or disabilities achieve well, as a result of careful planning of their progress and consistent support over time.

Teaching and learning are good, with examples of outstanding teaching, especially in the youngest and oldest year groups. Lessons are interesting, with well prepared resources and excellent management of pupils' behaviour. The ratio of adults to pupils is good and pupils across the ability range benefit from the sustained attention they receive when taught in small groups. In the best lessons, teachers make very good use of a good curriculum which provides a wide range of opportunities for pupils of all abilities. In these lessons, learning is carefully planned taking account of the differing needs and abilities of the pupils, so that all pupils make the best progress they can. However, this focus on planning pupils' learning and progress is not consistent throughout the school. In a minority of lessons, although staff are clear about what pupils are expected to do, they are less well informed about what gains pupils are expected to make in their learning. This is partly because the school's current assessment system does not generate data on pupils' progress that is readily available to staff. As a result, sometimes

the teaching and tasks are not at the right level of challenge to enable all pupils to achieve as well as they could.

Leadership and management are good. The outstanding leadership of the headteacher, well supported by leaders and staff across the school, has resulted in creating a broad range of experience for all year groups, incorporating parents into the learning process and ensuring the school is a smoothly run, stimulating and safe place in which pupils succeed. Subject leaders undertake improvements and initiatives with enthusiasm and national test results indicate the success of most aspects of their work, particularly the improvements since the last inspection in involving pupils in school initiatives. Assessment is undertaken regularly and considerable data are available on the standards pupils attain. Less information is evident on pupils' progress, although the school is looking to improve this situation. The governing body is supportive and knowledgeable with a wide range of expertise among its members. This expertise is used effectively through a system of committees to contribute to the school's self-evaluation. The substantial improvements made in recent years and the maintenance of high standards demonstrate a very good capacity to improve. The school provides good value for money.

Effectiveness of the Foundation Stage

Grade: 1

The provision in the Foundation Stage is outstanding. Pupils make excellent progress and by the time they enter Year 1, almost all are confidently working within the expectations for their age with a large minority exceeding these. In addition to excellent teaching, a major factor in this success is the efficient and speedy way the Reception staff get to know the needs and competences of the children, who come from several different nurseries and other care arrangements. As a result, the planning for the children's learning is really well matched to their various needs. They settle quickly, show delight in their increasing skills and new knowledge, and confidently develop relationships with each other and adults.

What the school should do to improve further

- Ensure that the planning of the pupils' learning consistently takes account of the full range of ability of the pupils in the class.
- Improve the tracking of pupils' progress to ensure that the information is consistently used to inform teaching and learning.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

28 November 2007

Dear Children

Inspection of Longsands Community Primary School, Lancashire, PR2 9PS

Thank you for making me so welcome when I visited your school. You helped me to see that you enjoyed school very much, that you valued your friends and take care of each other. You have a good school and some parts of its work are outstanding. The staff take exceptionally good care of you, and you say because of this you feel safe in school. I was pleased to hear how much you knew about keeping safe and healthy. You also told me that the school has many clubs and visits that you find interesting, as well as physical activities that help you to be fit and strong. You are rightly proud of your school. Your attendance is excellent. You work hard, behave very well and are keen to learn. You make the best of the good teaching your school provides and, as a result, the progress most of you make is good and sometimes very good. The standards you attain in literacy and numeracy, together with your friendliness and ability to use your leadership skills, are likely to be very useful to you in the future.

I think some of you can do even better. I have asked your school to be sure that in lessons you all have just the right challenge in your work so that you can each make the best progress you can, and to check that you keep this up.

I know you will help by keeping up your excellent attendance, continuing to enjoy school and using your own efforts to continue to improve.

My best wishes for the future to you all.

Yours sincerely

J M Barnes

Lead inspector