

Longridge Church of England Primary School

Inspection report

Unique Reference Number	119568
Local Authority	Lancashire
Inspection number	327072
Inspection dates	6–7 May 2009
Reporting inspector	Andree Keddle

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	203
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Dr Daniel Lamont
Headteacher	Mr Michael Collins
Date of previous school inspection	1 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Berry Lane Longridge Preston Lancashire PR3 3JA

Age group	4–11
Inspection dates	6–7 May 2009
Inspection number	327072

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Longridge Church of England Primary School is average in size. Almost all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is lower than the national average, but the proportion of pupils with a statement of special educational needs is average. The percentage of pupils known to be eligible for free school meals is low. The school has achieved the Healthy Schools Award, three Basic Skills Quality Mark awards and has been recognised with the Church School Distinctiveness Award for Religious Education (RE). There is a before- and after-school club on site, which is run by a private provider and did not form part of this inspection.

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 some outstanding features, including the pupils' personal development and well-being and the curriculum. The school provides a very caring and inclusive environment in which all children flourish as individuals and make good progress in their learning. There is an excellent, nurturing ethos and pupils' spiritual, moral, social and cultural development is outstanding. Parents and carers value the high quality of care and the good teaching that support their children's outstanding personal development. A typical parental comment was, 'Longridge is a wonderful, caring school.' Pupils' great enjoyment of school is seen in their high levels of enthusiasm and motivation. They have a strong sense of belonging and know that their opinions count, as seen in the purchase of outdoor play equipment, the result of a decision taken by the school council. Pupils take on a range of responsibilities very well, such as becoming monitors both in class and on the playground to support younger pupils. The school helps the pupils to develop a sense of pride in belonging to the school through the many weekly awards including the 'Class Pride Award.'

The curriculum is outstanding, with an extensive range of enrichment opportunities. For example, the pupils in one class dressed up in Victorian costume for a 'Victorian school day' as part of their history topic. In addition, educational visits, including residential visits, visitors and extra-curricular activities further enhance the curriculum. Pupils attain above average standards by the time they leave the school. In English, the standards reached by pupils are significantly above the national average. Pupils' progress is good and the school's current records show that it is improving. Pupils are set challenging targets and the school checks on their progress, ensuring that they stay on track to meet them. Teachers' feedback to pupils through marking gives praise for good work and effort. However, there is inconsistency in the extent to which marking provides pupils with clear feedback on what they need to do next to improve their work. Pupils' good progress reflects the quality of teaching which is good overall. Most lessons are good or outstanding, with a minority being satisfactory.

The leadership and management of the school are good. Several new strategies to raise achievement have been put into place during this academic year, such as a better way of checking on pupils' progress each term. This is used to identify pupils who are not making expected progress to give them extra support. Since the last inspection, the school's leadership team has correctly identified and prioritised areas for improvement, such as ensuring that higher attaining pupils make good progress and achieve standards above similar pupils nationally. Governors play an active part in daily school life and support and challenge the school's leadership team very well. The procedures for self-evaluation are well established and the school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children quickly settle into school and are happy as a result of an excellent induction programme into the Reception class. Teaching and learning are good because staff regularly assess children's learning and plan exciting activities that match children's needs. As a result, children make good progress and by the start of Year 1 they have a level of skills and knowledge that is above that which is expected for their age, particularly in their creative development and knowledge and understanding of the world. The effective use of both inside and outside areas means that children widen their learning experience helping them to become increasingly independent.

Children make good progress in their speaking and listening and talk confidently about the activities they enjoy, for example using the computers.

Leadership and management are good, ensuring that planning is based on a good understanding of how young children learn. The personal development and well-being of children in the Early Years Foundation Stage is outstanding and is demonstrated by the children's growing confidence and good behaviour. Children with learning difficulties and/or disabilities make good progress because early assessment highlights their needs and good teaching from all staff supports their development. All statutory welfare requirements are in place and the children are well cared for in a safe environment.

What the school should do to improve further

- Ensure all marking is of a high quality so that pupils are clear about what they have to do to improve.
- Improve teaching so that all is good or outstanding.

Achievement and standards

Grade: 2

Children enter the school with skills and abilities that are broadly typical for children of their age. They make good progress in the Early Years Foundation Stage and most children exceed the standard expected for their age by the end of the Reception year.

Pupils make good progress in reading, writing and mathematics in Key Stage 1 and reach standards that are above the national average. In previous years, higher attaining pupils in Key Stage 1 attained standards broadly in line with the national average. However, teachers' assessments show that currently, higher attaining pupils have made good progress and have reached standards above the national average, particularly in reading and mathematics.

Pupils make good progress in Key Stage 2. Standards in mathematics and science are above the national average as measured in the Year 6 national tests. Standards attained by pupils in English are significantly above the national average. In 2008, the proportion of pupils achieving Level 5 in English, an above average level, was significantly above the national average. The school's own current assessment data show an improvement in the percentage of pupils achieving the higher Level 5 in English, mathematics and science. Standards attained by boys and girls at the end of Key Stage 2 are broadly similar. Pupils with learning difficulties and/or difficulties are very well supported and make good progress in all key stages.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding and this makes a significant contribution to their good academic progress and achievement. Pupils are extremely kind and polite; they behave well and have very positive attitudes to learning. Pupils say that they enjoy school and this is reflected in their good attendance. Pupils voice their opinions confidently through the school's effective council systems where they gain an excellent understanding of citizenship.

Pupils' spiritual, moral, social and cultural development is outstanding. It is well promoted through the wide range of stimulating and challenging opportunities that pupils experience, such as assemblies which include opportunities for pupils to engage in reflection about issues

such as tolerance towards others. The local vicar is a regular visitor to school, taking an assembly each week and talking to the children about the prayers that they write and put on the school's prayer tree. Pupils develop a very good sense of community spirit and willingly take part in local activities such as raising funds at the Mayor's family fun day and organising a local pet show. Pupils take part in fundraising for international charities, such as Action Aid and often choose the charities themselves.

From an early age pupils know how to eat healthily and they appreciate the many opportunities they have to take part in fitness activities. They are knowledgeable about making healthy choices. Pupils are prepared well for the future world of work because they acquire good basic skills and are able to work together well through discussion and on practical tasks. The school places a high importance on the teaching of information and communication technology (ICT) through skills work and cross-curricular activities. As a result, the quality of pupils' work in ICT is high; this contributes well to their future economic well-being. Pupils have an excellent understanding about how to keep themselves safe and understand the importance of taking care when using the internet.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and consequently pupils make good progress. However, there is some variation in the quality of teaching throughout the school, with some teaching being judged during the inspection as satisfactory, some good and some outstanding. In the best lessons, there is a fast pace and interesting activities which keep pupils on task and well-motivated. Lessons are carefully planned and clear learning objectives are shared with the pupils. Activities are well structured and are well matched to the learning needs of the different groups of pupils, especially the more able. Very good relationships exist between staff and pupils and between pupils; levels of both cooperation and independence are high.

In satisfactory lessons, the pace of learning is slower and pupils are not sufficiently clear about how to do better. Activities are less well planned and are not presented as effectively as those in lessons that are good or outstanding.

Curriculum and other activities

Grade: 1

Pupils benefit from an outstanding curriculum and, as a result, reach standards that are above the national average. The wealth of visitors and extended opportunities available to pupils significantly enhances their learning and their understanding of the wider world, for instance through their email communication with pupils in an Australian school. The curriculum effectively supports the good development of pupils' speaking, listening and organisation skills. For example, pupils led the worship on 'Education Sunday' at the local church.

Pupils throughout the school have the opportunity to learn French, which they say they really enjoy. The oldest pupils in school speak highly of their experience on residential visits. These activities help to raise pupils' awareness of different people's needs and life experiences, ensuring that they are well equipped for their future life. Excellent links with the community contribute much to children's learning and interpersonal skills. Pupils took part in a united schools Advent Service. Pupils speak very enthusiastically about the excellent range of extra

curricular activities which include keyboard, guitar, choir, football, netball, cookery and the school council and eco council. All of these activities are very well attended.

Care, guidance and support

Grade: 2

The school takes good care of its pupils and all the current government requirements for safeguarding pupils, including child protection, are in place. Staff are committed to the care and support of pupils' needs and strong partnerships with pre-school providers, parents/carers and outside agencies ensures that these are met. A supportive learning environment both inside and outside the school ensures that pupils feel safe. Staff and pupils value and respect each other. Pupils express confidence in their teachers and support staff, knowing that any problems they face will be dealt with successfully.

Academic guidance is good, however marking, while positive and up to date, is inconsistent in how effectively it guides pupils about how to improve. The best examples of teachers' marking give praise for pupils' efforts, followed by clear direction as to what they have to do next to improve.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and senior leaders provide dedicated leadership and have a clear vision which is understood by staff, parents and pupils. This vision encompasses a commitment to pupils achieving well academically, developing strong interpersonal skills and respect for others.

The headteacher has the trust and confidence of the school community and this is reflected in the responses to the parental questionnaires. Links with partners, such as the church and organisations within the locality are outstanding and they enrich the curriculum. Leaders and managers at all levels work in harmony, underpinned by the shared vision, school ethos and aims. Pupils respond to this ethos with good behaviour and high levels of interest in their learning. Challenging targets are set for pupils' achievement and the school keeps an effective check on pupils' progress towards them throughout the school.

Good self-evaluation has led to the accurate identification of priorities for improvement. For example, in the national tests at the end of Year 6 in 2008 the more able pupils did not achieve quite as well in mathematics and science as they did in English. This was recognised by the school and new strategies to increase the progress of more able pupils were put into place. Current tracking data show that this group of pupils is now making good progress, especially in mathematics. Equality of opportunity is good with boys and girls achieving equally well, along with pupils who have learning difficulties and/or disabilities. Although, the school has some links with a school in Australia, it has also identified opportunities to further promote community cohesion in relation to living in multi-cultural Britain. The school makes a good contribution to the local community and opens the building to many other local organisations. Pupils participate enthusiastically in local events, such as 'Field Day' and the Mayor's family fun day.

Governors give a good balance of support and challenge to the school. They are well organised, work effectively with staff and monitor the interests of parents well. The school has made a

number of improvements to the curriculum since the last inspection, has good capacity to improve, and provides good value for money.

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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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
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	1

The quality of provision

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

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	2
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 eliminated	2
How well does the school contribute to community cohesion?	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

8 May 2009

Dear Pupils

Inspection of Longridge Church of England Primary School, Lancashire, PR3 3JA

Thank you very much for welcoming my colleague and me when we inspected your school recently. Thank you for talking to us freely; your views were very helpful. You told us that you enjoy school and this is demonstrated by your good attendance. Please thank your parents for replying to the inspection questionnaire and let them know that we have taken their views into account. We were impressed with your enthusiasm for lessons and for the wide range of extra-curricular activities that you take part in regularly. You understand the importance of living a healthy life and you behave well in school.

Your school provides you with a good education overall, with good teaching and learning. You make good progress and your personal development is outstanding. Your teachers provide you with an outstanding curriculum and it is clear that you enjoy your lessons. Your headteacher has considered carefully what the school needs to do to further improve and we have asked your school to look at two things to make it even better.

- Improve the guidance teachers give you, through their marking, so that you know exactly how to improve your work.
- Concentrate on making all of the teaching good and outstanding.

You can help by continuing to have good attitudes to learning and by working hard. Please accept my best wishes for the future and do continue to listen well and try your best, so that you can make even more progress and achieve even higher standards in your work.

Yours sincerely

Andrée Keddle

Lead inspector