

# Longwick CE VC Primary School

## Inspection report

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<b>Unique Reference Number</b>	110432
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	337498
<b>Inspection dates</b>	21–22 September 2009
<b>Reporting inspector</b>	David Curtis

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>	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>	183
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Deborah Cadwallader
<b>Headteacher</b>	Christine Sharples
<b>Date of previous school inspection</b>	3 November 2006
<b>School address</b>	Walnut Tree Lane Longwick Princes Risborough HP27 9SJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff, pupils and the School Improvement Partner. They observed the school's work, and looked at the school development plan, policies for safeguarding pupils, questionnaires submitted by staff and pupils in Years 3 to 6, and the 60 questionnaires returned by parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the reasons behind the school's success in achieving high standards in writing at the end of Year 2
- the success of strategies to reduce the year-on-year variations in standards in mathematics and science at the end of Year 6
- the quality of pupils' spiritual development and their understanding of national and international dimensions of community cohesion
- how well pupils use individual targets to support their learning.

## Information about the school

This is a one-form entry primary school, including a Reception class for children in the Early Years Foundation Stage. The majority of pupils are White British. The school serves a Traveller community and at the time of the inspection six children from this community were on roll. More than half of the pupils attending the school live outside its catchment area. The number of pupils who leave or join the school, especially between Year 3 and Year 6, is high. The proportion of pupils with special educational needs and/or disabilities is below the national average; most have moderate learning difficulties. The school does not provide hot lunches. Since September 2008, two teachers have been appointed, including the deputy headteacher.

**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?**

**3**

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

**3**

### Main findings

This is a satisfactory school. It has a number of key strengths. Children in the Early Years Foundation Stage enjoy school and the new class are happy, secure and confident. They make good progress in all six areas of learning and attain more highly than most children of this age although this strong start is not yet built on evenly through the rest of the school. At the end of Year 2, pupils consistently achieve high standards in writing. The reasons behind this are linked to effective teaching and high expectations that pupils should always finish a piece of writing. Pupils are expected to write successfully in other subjects and produce books of their own linked to the topics they study. Pupils continue to achieve well in English and reach above average standards at the end of Year 6. They reach average standards in mathematics and science. Pupils, especially the more able, do not make the progress of which they are capable. Through its own self-evaluation, the school has identified that pupils' progress in mathematics is an area for improvement but it has not been rigorous enough in identifying the causes of underachievement. There are indications that the newly-established systems for assessing pupils' progress identify where pupils underachieve, but while these are working effectively in Years 5 and 6, they are not effective across the rest of the school. Inspection evidence indicates that lessons do not always have clear enough lesson objectives and, in mathematics, teachers' planning is not meeting the needs of more able pupils because they are not challenged or extended in their learning. Across the school, not all pupils have individual targets. In the pupil questionnaires, nearly 20% of pupils reported that they do not know how well they are doing.

Behaviour is good. Pupils' relationships with each other and with staff are a strength. Pupils have a very good understanding of how to keep safe and this is underpinned by strengths in the school's procedures for safeguarding pupils. Pupils' social and moral development is good. Their spiritual development is satisfactory because pupils do not have sufficient opportunities for reflection. Pupils' understanding of, and contribution to, the local community is good. While they have an increasing awareness of global diversity through links with schools in France and India, their understanding of the diversity of life in the United Kingdom is underdeveloped. Improving this aspect of community cohesion is an identified priority in both the school and governing body's action plans.

The school's self-evaluation is satisfactory. The identified priorities are focused on raising standards and improving outcomes for pupils. However, there is a lack of detailed analysis, including challenge by the governing body, in identifying the underlying causes of underachievement. The governing body is hard working and shows

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strengths in the way in which it regularly seeks the views of parents and pupils. These factors, and the extent of the school's success in raising performance in the recent past, show that its capacity to sustain improvement is satisfactory.

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

- Improve progress in mathematics and science by the end of Year 6 through improving the consistency of teaching and learning by ensuring that:
  - teachers' planning meets the needs of all pupils, particularly the more able
  - all pupils have individual targets which show their next steps in learning
  - lessons have clear learning objectives that serve as success criteria to evaluate the extent of pupils' learning.
- Improve the assessment of pupils' learning in all classes by:
  - ensuring that the new system introduced in Years 5 and 6 is embedded throughout the school by 18 December 2009.
- Raise pupils' awareness of the ethnic diversity of the United Kingdom.

**Outcomes for individuals and groups of pupils****3**

Most pupils enjoy being at school. In discussion with the school council and a group of Year 6 pupils, it was evident that they show much more enthusiasm for literacy than they do for mathematics. In the lessons observed, pupils tended to be more engaged in literacy. The level of participation is high especially in question and answer sessions. Pupils are confident in expressing their ideas and show very good speaking and listening skills. They particularly enjoy opportunities for drama where, for example in Year 4, they acted out roles, such as 'X eats greedily', as an introduction to adverbs. In numeracy lessons, where there is a tendency for pupils all to be doing the same activity, there is a lack of 'spark' and motivation, sometimes because the work is too easy. On occasions, younger lower attaining boys find difficulty in concentrating when they have no adult support. In lessons, there are good examples of pupils working independently, in pairs and in groups. In a Year 6 numeracy lesson, pupils thoroughly enjoyed the 'dance mat place value' game because as they said, 'We remember decimal places because we made it like a dance.'

Pupils with special educational needs and/or disabilities make good progress in their learning and outperform similar groups of pupils in national tests. These pupils benefit from high-quality support given by teaching assistants. Traveller pupils make good progress based on their starting points and during their time in the school. More able pupils do not make sufficient progress in mathematics and science, especially in Years 3 to 6, because work is not matched closely enough to their needs. Recent evidence from the school's assessments indicates that these pupils make good progress in Year 6 where teaching is geared more successfully to their needs. Across the school, boys do not make such good progress as girls in writing, although they outperform boys nationally.

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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>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Across the school too much teaching is satisfactory rather than good, especially in numeracy. As a result, pupils do not consistently make the progress of which they are capable. Yet there are examples of outstanding teaching in numeracy, especially in Year 6. In these lessons, pupils have clear timed targets in which to complete their work and tasks are matched successfully to pupils' learning needs so providing challenge, especially for the more able. Pupils are encouraged to mark their own work and assess their progress against a range of 'I can' statements that are linked to National Curriculum levels. These strengths are not evident in other year groups.

In all lessons, teachers have good relationships with pupils and they manage behaviour successfully. In literacy, the use of drama and role-play activities at the start of lessons engages and motivates pupils. Teaching assistants are deployed effectively and make a significant contribution to the good progress made by pupils with special educational needs and/or disabilities. Occasionally, during lesson introductions, teachers do not deploy teaching assistants sufficiently to meet the needs of pupils who find sustained concentration difficult. Assessment and marking do not consistently tell pupils how well

<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.

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they are doing or what they need to do to improve. In lessons, pupils are given insufficient guidance as to how they will know if they succeed in meeting the learning objective.

Pupils benefit from a good range of extra-curricular activities and curriculum enrichment. The school orchestra, with over 20 members, is a clear success story. In Years 3 to 6 pupils learn French. The provision for information and communication technology is very good. Pupils value the opportunity to assess their own performance in this subject and have a good understanding as to the levels they reach. However, the curriculum is not meeting the needs of more able pupils, especially in numeracy and science. The quality of care, guidance and support for pupils with special educational needs and/or disabilities, and for Traveller pupils, is good. It is less secure for more able pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

There are strengths in the way the headteacher, staff and governors ensure that safeguarding procedures are robust and that all pupils are safe and secure in school, despite the high inward mobility in Years 3 to 6. The levels of support given to pupils with special educational needs and/or disabilities, and those from Traveller families, ensure that they play a full part in the day-to-day life of the school and are not subject to discrimination.

Governors are hard working and play an active part in the school, particularly through regular visits. Through having a member on the school council, they have a good understanding of the views of pupils. As a result of the analysis of the questionnaire that went to parents at the end of last term, governors have implemented an action plan which is focused on addressing parental concerns about the quality of communication between home and school. In their action plan, governors have correctly identified that the school needs a much stronger emphasis on promoting the United Kingdom and international dimensions of community cohesion. Governors have requested training on interpreting school data because they are conscious that they have not challenged the school sufficiently about pupils' performance in teacher assessments and national tests. The headteacher, staff and governors recognise the need for a greater sense of common purpose since teachers work too much in isolation in this one-form entry primary school. As a result, in order to promote stronger teamwork and drive improvement, year groups are now encouraged and expected to work in closer

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cooperation, for example in Years 5 and 6. Linked to this is the 'rolling out' of a new system of termly assessments in reading, writing and mathematics, initially in Years 5 and 6. The results of these assessments identify potential underachievement at a much earlier stage and enable teachers to put in support strategies to support underachieving pupils. Inspection evidence indicates that these initiatives are successful, especially in Year 6.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children arrive enthusiastically at the start of the day and most are totally happy three weeks into the new year to leave their parents at the gate. For the few who find settling in more difficult, staff welcome parents to stay with them. During their time in Reception, children make good progress. The group who have just started Year 1 reached above average standards in all areas of learning. In the current group, a small number write their names unaided and a group of boys explain the difference between a square and a rectangle using correct mathematical language. Children work happily together, for example two girls working on an alphabet puzzle were heard to say, 'We need a 'q' for queen.' The current theme of 'Train Journeys' chosen by the children themselves is extremely popular. Whilst boys enjoy playing with the train sets, the girls take great delight in being 'engine drivers', 'passengers' and 'ticket collectors' in the large cardboard train set up in the role-play area.

The teacher and teaching assistant work in effective partnership. There is a very good balance between activities children choose for themselves, both indoors and outdoors, and those led by adults. Questioning is particularly effective and makes a strong



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contribution to strengths in children's speaking and listening skills. Children are very confident with adults and readily seek help and support when they need it, including from the inspector. Assessment is good and parents value the 'Learning Journeys' they receive at the end of the year.

Leadership and management are good. Children are safe and secure and their welfare needs are met fully. Parental comments, such as, 'My son is motivated and so enthusiastic about going to school,' reflect parents' confidence in the Reception class. Links with the pre-school settings are good, including an exchange of resources at the start of each year so that children have familiarity and continuity of learning. Currently, children do not have free access to the computer when selecting their own activities.

*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 majority of parents who returned the questionnaire agree that their children enjoy school. While most parents are happy with the school and its work, concerns raised by a few parents in relation to pupils' progress are supported by inspection findings. Issues relating to aspects of leadership and management are similar to those raised in the survey of parents' views conducted by governors. Governors have taken these views seriously and have put in place an action plan to address parental concerns. The inspectors found no evidence to substantiate any individual concerns, although these were summarised and reported to the school without identifying any individual.

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

Ofsted invited all the registered parents and carers of pupils registered at Longwick CE VC 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 12 statements about the school.

The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 183 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	60	20	40	0	0	0	0
The school keeps my child safe	38	58	20	30	0	0	4	7
The school informs me about my child's progress	20	33	20	40	9	15	3	5
My child is making enough progress at this school	19	32	26	43	10	17	0	0
The teaching is good at this school	17	28	33	55	4	7	0	0
The school helps me to support my child's learning	16	27	29	48	9	15	1	2
The school helps my child to have a healthy lifestyle	35	58	23	38	1	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)	24	40	25	42	1	2	0	0
The school meets my child's particular needs	17	28	29	48	9	15	0	0
The school deals effectively with unacceptable behaviour	18	30	24	40	6	10	4	7
The school takes account of my suggestions and concerns	12	20	29	48	6	10	4	7
The school is led and managed effectively	15	25	29	48	8	13	4	7
Overall, I am happy with my child's experience at this school	25	41	27	45	5	8	1	2

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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.**



23 September 2009

Dear Pupils

Inspection of Longwick CE VC Primary School, Princes Risborough  
HP27 9SJ

On behalf of the inspection team, may I thank you for the warm welcome we received from you? I would like to thank the school council and those of you in Year 6 who gave up part of your lunchtime to meet with us. I would also like to thank those of you in Years 3 to 6 who completed the pupil questionnaire. The team judge yours to be a satisfactory school, although there are things that it does well. These include:

- the good standards you achieve in English, which are better than those found in many schools
- your good behaviour
- the staff's good care of you so that you are safe in school
- the good start to your schooling in Reception
- your school governors' interest in your views of the school.

There are a number of important things that we have asked your headteacher, teachers and governors to do in order to improve your school further. These are:

- to make sure that all of you make good progress in numeracy and science
- to make sure that teachers know if you are falling behind in your work so that they can take steps to help you
- to give you a greater understanding of schools and communities in the United Kingdom which have a wide range of pupils from other cultures and ethnic backgrounds.

You can help by working hard and telling your teachers if work is too easy for you or if you do not understand the work you are given to do.

Yours faithfully

David Curtis

Lead Inspector

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