

# Longtown Primary School

## Inspection report

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<b>Unique Reference Number</b>	133387
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	381501
<b>Inspection dates</b>	9–10 January 2012
<b>Lead inspector</b>	Ann Ashdown

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>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Callum Dawson
<b>Headteacher</b>	Lynnsey Batey
<b>Date of previous school inspection</b>	3 February 2009
<b>School address</b>	Mary Street Longtown Carlisle CA6 5UG
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## Introduction

Inspection team

Ann Ashdown  
John Ellwood

Additional inspector  
Additional inspector

This inspection was carried out with two days notice. Inspectors observed 10 teachers teaching 14 lessons, of which one was a joint observation with the headteacher. In addition, the inspection team made short visits to phonics and guided reading lessons and listened to pupils read. Meetings were held with groups of pupils, members of the governing body and school staff. Inspectors observed the school's work, and looked at pupils' books, pupils' progress data, safeguarding information and other documentation. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They analysed 64 questionnaires from parents and carers and also those from pupils and staff.

## Information about the school

This is an average sized primary school. An average proportion of pupils are from minority ethnic groups and a similar proportion speaks English as an additional language. More Traveller pupils attend the school than is usually found. An average proportion of pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and those with disabilities is average. The school has been above government floor standards for the last three years. An acting headteacher has been in post for one year pending the appointment of a permanent headteacher.

The school has gained Healthy School status and has an Activemark award.

The privately-run provision for childcare, 'Pear Tree Nursery' shares the school's site. It is subject to a separate inspection and will receive its own inspection report which will be published on the Ofsted website.

**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

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school. It continues to improve. During a period of staff turbulence the capable leadership of the acting head teacher has successfully maintained a firm focus on raising attainment and accelerating pupils' progress.
- Children have a good start in the Early Years Foundation Stage. From their starting points pupils make satisfactory progress in Key Stages 1 and 2 and their attainment is in line with national averages when they leave Year 6. Pupils with special educational needs, those with disabilities, Traveller children and those with English as an additional language make the same satisfactory progress as their peers.
- Teaching is satisfactory and in some lessons it is good. In the main, teachers are knowledgeable, their explanations are clear and lessons carefully planned. In some lessons, however, work does not fully challenge all pupils and they have too few opportunities to learn independently and assess their own and each other's work.
- Pupil's behaviour is satisfactory in class, around the school and in the playground. Teachers manage pupils' behaviour consistently well and create a purposeful climate for learning. Pupils know about risks and understand how to keep themselves safe and healthy. Attendance is improving and is now average.
- Members of the governing body and all staff share a common focus on improving the school. The leadership of the acting headteacher has been instrumental in creating the calm and supportive culture which permeates the school. Staff views are valued and consequently morale is high. The school's self-evaluation is largely accurate. However, formal monitoring of the quality of teaching through lesson observations is not yet fully developed and priorities for school improvement, although appropriate, are not sharply focused enough. The satisfactory curriculum is under review to increase exciting opportunities for pupils to practise their basic skills across a range of themes and topics.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Further improve the quality of teaching so that it is always good or better by:
  - increasing the level of challenge for pupils so it is consistently high in all lessons
  - giving pupils more opportunities to work independently, solve problems and find out things for themselves
  - ensuring pupils have opportunities to assess their own and each other's work so that they better know how to improve.
- Increase the effectiveness of monitoring and evaluation of the quality of the school's work by:
  - monitoring more regularly, through focused lesson observations, the quality of teaching by both teachers and teaching assistants
  - ensuring up-to-date school self-evaluation is closely linked to sharply focused priorities for school improvement.
- Develop the curriculum to give pupils more exciting opportunities to use their literacy and numeracy skills across a range of themes and topics.

## Main Report

### Achievement of pupils

Pupils' achievement is satisfactory. The vast majority of parents and carers are entirely satisfied with both the progress of their children and the way the school is helping their children to develop skills in communication, reading, writing and mathematics. In lessons, all groups of pupils were seen to make at least satisfactory progress and in some lessons progress was good. Most pupils are keen to learn and answer questions readily, although a few lack confidence and are reluctant to contribute. In a particularly successful mathematics lesson, well-targeted questioning ensured all Year 6 pupils made good progress as they confidently calculated numbers and used simple algebraic expressions. Regular, well-structured, guided reading and phonics lessons help all pupils make satisfactory progress in reading and spelling. Pupils' satisfactory progress in reading was confirmed by pupils' reading records and by the abilities of pupils in Key Stage 1 and Year 5 who read aloud to inspectors. Pupils with special educational needs, those who are disabled, Traveller children and those with English as an additional language, make at least the same progress as their peers because their needs are clearly identified and their progress closely monitored. They receive timely and sharply focused help and intervention in their learning from teachers and teaching assistants under the effective leadership of the special educational needs coordinator.

Most children enter the Nursery class with skills below those typical for their age. They make good progress throughout the Early Years Foundation Stage so that their attainment is usually average when they leave the Reception class. Children in the Reception class confidently chose activities linked to the story of Goldilocks, shared toys

and equipment sensibly and made good progress in their learning. However rates of progress do slow and pupils make satisfactory progress overall in Key Stages 1 and 2. Pupils' progress data, the results of tests and assessments and work seen in pupils' books all confirm the satisfactory progress that most pupils are making. Some pupils make good progress and exceed expectations. Attainment at the end of Year 6 has varied widely over the last three years in line with the abilities of differing cohorts of pupils, but has been broadly average overall. Attainment in reading both at the end of Key Stage 1 and when pupils leave Year 6 is broadly average. School data indicate that currently pupils are on track to reach their targets and reach broadly average attainment.

## **Quality of teaching**

Most parents and carers are satisfied with the quality of teaching their children receive. Inspection evidence confirms that teaching and learning are satisfactory. Teachers are knowledgeable and in most lessons their clear explanations ensure pupils understand the work they are asked to do. In some lessons, teachers talk for too long so pupils have fewer opportunities to learn independently, solve problems and find out things for themselves. A few pupils have a short concentration span and become restless when work does not interest and challenge them. However, their behaviour is well managed by teachers who quickly ensure they are brought back on task and continue to learn. In the best lessons, work is challenging and teachers use a wide range of resources to engage the interest of their pupils. In an English lesson Year 4, pupils enjoyed learning as they became 'detectives' and skimmed and scanned texts to find 'clues' to answer their questions. Teaching assistants are well deployed and give constructive help to pupils who need it. In a few lessons, pupils' learning is not checked regularly enough, work is less challenging and the pace of learning, although never less than satisfactory, is slower. Lessons are thoroughly planned and written work is marked regularly. However, pupils do not always have opportunities to assess their own and each other's work to help them to improve.

Within the planned curriculum the teaching of reading and phonics is well organised with short, well-structured daily lessons. The pace of learning in these sessions varies depending on the quality of questioning by teachers and teaching assistants and the engagement of different groups of pupils in their learning. Teachers ensure that pupils' spiritual, moral, social and cultural development is promoted satisfactorily through work on topics as varied as 'democratic freedom' and a consideration to which charities they would donate money.

## **Behaviour and safety of pupils**

Most pupils say that they feel safe in school and are able to talk to an adult if they have any worries. A few pupils mentioned concerns about bullying but were confident that the school would sort out any difficulties they may have. Pupils' typical behaviour is satisfactory overall, although examples of good behaviour were also seen, both in assembly and in some lessons. Older pupils are keen to look after younger ones and most pupils are very aware of, and helpful towards, those who need extra help or are vulnerable. Pupils from different backgrounds generally get on well with each other and treat adults and visitors with kindness and respect. A few parents and carers expressed concerns about lessons being disrupted by poor behaviour. Inspectors investigated this

concern and found that although a very few pupils did exhibit challenging behaviour, incidents of this kind were well managed by teachers, who consistently applied the school's behaviour code. Rewards and sanctions are used appropriately to deal with any low-level misbehaviour in lessons, and pupils talked enthusiastically about how their behaviour was improving because they did not want to miss the treat of 'Golden Time', when they could choose their own activities. Attendance is now average. The school's relentless efforts to work with parents and carers to ensure they understand the importance of sending their children to school regularly has brought about an improvement in attendance but raising attendance remains a priority for the school.

## **Leadership and management**

Leadership and management are satisfactory. During a difficult period of staff change, effective leadership by the acting headteacher has maintained a consistent and successful focus on raising attainment. Pupils' behaviour is well managed and attendance is beginning to rise. Members of the governing body know the school well, monitor its work and are very supportive of it. They are not yet fully involved in determining its strategic direction. Staff have benefitted from high quality professional development and share good practice. Consequently, the quality of teaching is rising. However, the formal observation of lessons in order to assess the impact of teaching on learning is limited. A satisfactory school improvement plan is in place but priorities for development are not always sufficiently sharply focused. The school's safeguarding policies and procedures, and arrangements for child protection, are in place and meet requirements. The school ensures all pupils have an equal chance to succeed and that their views and skills are valued. Discrimination of any kind is not tolerated.

The school provides a broad and balanced curriculum which meets pupils' needs and promotes their spiritual, moral, social and cultural development satisfactorily. The curriculum is enriched by a good range of visits and after-school activities. Pupils talk enthusiastically about exciting residential visits to London and to the Lake District, and about their enjoyment of and success in sporting activities.

Due to the concerted efforts of the acting headteacher, senior leaders and managers, members of the governing body and the whole staff team, a good climate for learning has been created. The school has a satisfactory capacity to improve further.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



11 January 2012

Dear Pupils

### **Inspection of Longtown Primary School, Carlisle, CA6 5UG**

Thank you for the warm welcome you gave us when we inspected your school. A particular thank you to those of you who read aloud to us, filled in our questionnaires and were keen to talk with us and tell us so much about your school.

This is what we have said about your school in our report:

- yours is a satisfactory school which continues to improve
- your achievement is satisfactory because you make satisfactory progress and your attainment is average
- the youngest children get a good start to their education in the Nursery and Reception classes
- the teaching you receive is at least satisfactory and sometimes good
- the way your school is led and managed and the curriculum you follow are satisfactory
- your behaviour is satisfactory overall and during the inspection, in some lessons and in assembly, it was good
- your school ensures you are kept safe.

To help you learn more effectively we have asked the school's leaders to:

- make your lessons even better by: making sure that the work you do is always challenging; giving you more opportunities to work on your own, solve problems and find out things for yourselves; letting you check your own and each other's work more often so you know how to improve
- check even more carefully how good your lessons are and how well you are doing
- allow you to study a range of exciting themes and topics where you will have even more opportunities to practice your literacy and numeracy skills.

All of you can help your school improve by making sure you attend regularly, behaving well and working with your teachers to achieve the very best you can.

Yours sincerely

Ann Ashdown  
Lead Inspector

