

# Longton Lane Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	104777
<b>Local Authority</b>	St. Helens
<b>Inspection number</b>	355627
<b>Inspection dates</b>	25–26 May 2011
<b>Reporting inspector</b>	David Byrne

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Moira Dickinson
<b>Headteacher</b>	Mrs Kathryn Maggs
<b>Date of previous school inspection</b>	5 December 2007
<b>School address</b>	Longton Lane Rainhill, Prescot Merseyside L35 8PB
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## Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 16 lessons, taught by 10 teachers, and held meetings with representatives of the governing body, staff and pupils and the School Improvement Partner from the local authority. The inspection team observed the school's work, and looked at a wide range of documentation provided by the school, including records of pupils' progress, and the school improvement plan and policies for securing safeguarding and child protection. The team analysed the questionnaires returned by 49 parents and carers and also evaluated those returned by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the quality of teaching, particularly in Key Stage 2, is sufficiently challenging for all pupils to make sufficient progress.
- The quality of provision in mathematics and how well it impacts on the learning of pupils.
- The quality of the curriculum and what benefits it contributes to the achievement of all pupils.
- The systems for care, guidance and support for pupils and families and how effective they are in overcoming barriers to learning.
- The effectiveness with which leaders and managers evaluate the school's performance and ensure the best possible quality of teaching.

## Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils identified with special educational needs and/or disabilities is average. No pupils have a statement of special educational needs. The large majority are of White British origin. An above-average proportion of new pupils join classes in Key Stage 2. The school has gained a number of awards namely: The foundation International Award (2009), the ICT accreditation award, National Healthy School Status and an Activemark.

There are two childcare providers on the school site, Longton Lane Preschool and Kid-Zone Longton both of which are not managed by the school and are inspected separately. Their reports are available 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

**Overall effectiveness: how good is the school?****3****The school's capacity for sustained improvement****3**

## Main findings

This is a satisfactory school. Pupils' overall achievement is satisfactory and some aspects of their personal development are good, in particular their behaviour. They feel very safe in school and have a good understanding of how to lead a healthy lifestyle. They contribute well to the school and wider communities and there is a strong sense of community in the school. Since the last inspection, teaching has improved and is satisfactory, although some weaknesses remain. In the Early Years Foundation Stage, children make a good start as a result of the effective provision and make good progress. Pupils' progress from Year 1 to the end of Year 6 is satisfactory overall. As a result, attainment by the end of Year 6 is broadly average, although with a relative weakness in mathematics, particularly among girls. Pupils with special educational needs and/or disabilities also make satisfactory progress.

Assessment systems give an accurate picture of how well pupils are doing but this information is not used well enough in some classes to ensure good learning for all pupils. Stronger lessons have good relationships and organisation, and enable time for pupils to work independently and make decisions. Weaker teaching, evident in parts of Key Stage 2, requires pupils to listen for too long without active participation, lacks attention to pupils' presentation, spelling and grammar and does not present enough challenge for the more-able pupils. The quality of marking varies greatly from class to class and its impact on progress is therefore reduced. The curriculum is satisfactory, although stronger in Key Stage 1. A review of this provision is underway but not yet complete. Pupils have limited options for enrichment and are not consistently enabled to integrate their skills of literacy, numeracy, and information and communication technology (ICT) with other subjects. The school gives satisfactory care, guidance and support for pupils, and ensures they are safe and secure. Good support is given to pupils and families who are vulnerable due to their circumstances.

School leaders have identified the right areas for development, through their self-evaluation. Senior staff have taken action to raise attainment in writing and mathematics and improvement is gathering pace. Steps to widen the leadership and management roles of staff have had a positive impact on the quality of provision and related outcomes in Early Years Foundation Stage and Key Stage 1. All staff play a greater role in monitoring and evaluating the school's work and contribute to development planning. The improvement in teaching, better provision in the Reception class and a recent acceleration in progress at Key Stage 2 demonstrate a satisfactory capacity for improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise further attainment and progress by:
  - evaluating the curriculum for mathematics so that the needs and interest of girls are fully considered and provided for
  - setting higher expectations for the presentation of pupils' work, their use of grammar and accuracy of spelling
  - giving pupils more opportunities for applying their skills of literacy, numeracy and ICT across the curriculum.
- Improve the impact of teaching on learning, particularly at Key Stage 2 by:
  - placing greater urgency on improving the quality of teaching so that it is consistently good or better
  - ensuring that assessment information is used consistently well by all staff to plan for the needs of all pupils, including the more able
  - making sure that marking is of a consistently high quality
  - giving pupils more opportunities to make decisions and work independently.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Actions to raise attainment are beginning to have the desired effect and pupils' learning and progress are satisfactory overall but improving. In lessons, pupils are keen to learn and they enjoy school. Pupils reported that they particularly enjoy art and design, sport and practical mathematics. They respond particularly positively when they are challenged through problem-solving activities that relate to their lives or when tasks provided for them have a meaningful reason. During a good Year 3 lesson, for example, pupils were inspired to write a letter to the Prime Minister to persuade him to take action to reduce the destruction of the rainforests. Too often, however, pupils are not able to participate in their learning and are held back from working independently. The school's promotion of better writing skills is having an impact, with pupils expressing their thoughts and opinions with increasing confidence. Pupils talk enthusiastically about the introduction of actions to promote better learning in mathematics which is leading to greater enjoyment and confidence.

Children start school in the Early Years Foundation Stage with levels of development that are below those typical for their age. Good progress in the Reception class leads to average attainment by the start of Year 1. The progress between Years 1 and 6 varies in pace according to the quality of teaching. It slows noticeably in the middle of Key Stage 2 and picks up markedly in Year 6. Pupils educated solely in this school attain better than those who join partway through Key Stage 2. Progress in English has accelerated in recent years and is better than that of similar schools but progress in mathematics has been slow. There is a relative strength in reading compared to writing. In 2011, secure predictions, validated by the local authority, indicate that at Year 6 an increasing proportion of pupils are reaching or exceeding the expectations for their age in English and mathematics.

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The impact of the school's efforts to gain the Activemark and Healthy School status shows in the pupils' good understanding of the choices required to live safe and healthy lives. Many pupils do their best to eat sensibly and participate in physical activities. The agreed behaviour strategies are effective in ensuring pupils' good behaviour, although a small number of pupils in Key Stage 2 are rather too noisy at times. Pupils are keen to take on responsibilities in and around the school, such as acting as playground leaders and serving on the school council. Pupils promote good links with the local community by raising funds for good causes such as the local hospice and breast cancer research. Good social and moral skills add to the pupils' preparation for future life. The pupils' understanding of cultural diversity in the wider community of the region and the United Kingdom is relatively limited.

*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	3
<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>2</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>

<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

**How effective is the provision?**

There are inconsistencies in the quality of teaching which reduce the rate of progress as pupils move through the school. In the best lessons, positive relationships and well-established routines form a foundation for good classroom management that ensures little time is lost. When the quality of teaching is weaker, pupils have few opportunities to work together and to express their own ideas. Sometimes they are unsure of what they are doing and the reason for it. On occasion, there is too much use of prepared worksheets which reduces opportunities for pupils to write independently. Support staff are deployed

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productively in supporting pupils with special educational needs and/or disabilities and for those who are falling behind. While assessment of pupils' attainment and progress in English and mathematics is systematic and accurate, the information is not always used well enough to plan work that matches pupils' needs. Older pupils feel their work is usually set at the right level for them but some pupils say that it is too easy and at times does not let them try out their own ideas. The best marking identifies clearly what pupils need to do to improve their work, but there are inconsistencies in the quality and effectiveness of this. There are times when pupils evaluate their own work to improve their understanding of how well they are learning, but the effectiveness of this approach is not fully exploited in all classes.

The curriculum is in the process of being adapted to increase enjoyment and raise achievement. It is well planned in Key Stage 1 with good links developing between subjects. In Key Stage 2, such links are growing but these are not yet planned or taught in a coherent manner. As a result, the impact on attainment, particularly in writing and use of computers, is reduced. Not enough thought is given to selecting lively starting points for topics, such as using well-chosen visits or to preparing a high-impact presentation to celebrate and evaluate at the end of the topic. The basic skills of literacy, numeracy and ICT are increasingly used by pupils in a range of subjects and contexts. A good emphasis is given to promoting an awareness of French and Spanish, which widens their knowledge of European culture. Pupils appreciate clubs on offer to them including sport and music.

Care, guidance and support are satisfactory. Suitable support is provided for pupils with special educational needs and/or disabilities. The few pupils who show challenging behaviour, are well managed to minimise disruptions to learning. Poor acoustics in classrooms hinder the quality of learning for pupils with hearing difficulties or impairment. Strategies to guide the more-able pupils are not effective enough in some classes to meet their needs. Effective systems are in place to ease the transition of pupils from class to class, and on to secondary school.

*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?

The headteacher and senior staff have the ambition to improve the school and some success has been achieved in improving the quality of teaching and learning. Links between evaluation of performance and planning for improvement are made appropriately. There has not, however, been enough urgency to improve teaching in parts of Key Stage 2. Frequent reviews of assessment data reinforce the need for improvement which feed into pertinent action plans for school development. The school is committed to

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promoting equality of opportunity and to tackling incidents of discrimination. The effectiveness with which it does so is satisfactory. Action to close gaps, for instance between boys and girls in mathematics has, however, had limited success. The governing body is satisfactory. It has a secure knowledge of the key priorities for improving the school. It ensures that the basic practices related to safeguarding are in place to keep pupils safe and secure. All key policies related to safeguarding are in place, but not all are systematically reviewed in accordance with the school's own policy. The school's engagement with parents and carers is good and it has the trust of the large majority. Their views are sought and valued. Adult-family learning courses have encouraged learning at home, for example, in writing. Good partnerships with other organisations such as the 'Octagon' network of local schools have a positive impact on the provision for pupils. They enable staff to learn from others and to share their skills in many ways that are beneficial. The school satisfactorily promotes community cohesion. It has a good understanding of its own context and has international links, for example with a school in Tanzania. However, strategies are weaker in promoting among pupils an understanding of diversity in modern society. Given the outcomes of the school, it gives satisfactory value for money.

*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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>3</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**

Clear-sighted and effective leadership gives good provision for children in the Early Years Foundation Stage. Children receive a good foundation for their future education. Happy and caring relationships are established and children settle quickly. Children behave well and are enthusiastic in all that they do. They make good progress because teaching and learning are good; particularly strong features are the direct teaching for example, of letters and sounds. Staff intervene skilfully when children are learning through imaginative play to extend existing skills and knowledge. Activities capture the children's imaginations

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and they enjoy school. During a visit to the vet's role-play area children were adamant that their puppy was in need of lots of care. As they chatted and acted out the roles in the surgery, their interactions developed their speaking skills and developed their knowledge of real life.

Opportunities for children to learn outdoors have been improved since the last inspection. Building dens, growing seeds and 'painting' the walls promote fun and independent learning in a secure outdoor area. The space is small, which hampers some options for learning, for example by using bikes, trikes and exploring large climbing, sliding and construction, but its use is maximised effectively. Children with special educational needs and/or disabilities are identified quickly, given good support and integrated well into all activities. Adults have a good knowledge of the learning, development and welfare requirements of very young children and use national guidance for the Early Years Foundation Stage well to support children's learning. Staff work hard to achieve good partnerships with parents and carers. Pastoral care and welfare arrangements are effective and help the children to be safe, well cared for and aware of how to be healthy.

*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

About a fifth of parents and carers registered at the school returned the inspection questionnaire. The large majority of these parents and carers were positive about the school and its work. They are very appreciative of the enjoyment their children have and rate their children's experience at school highly. Teaching is considered to be good, and leadership and management to be effective. They are unanimous that the school is successful in helping their children to live a healthy lifestyle. A few parents and carers expressed the view that communication with them could be better and others felt that at times progress was not good enough because their children were not challenged enough. The inspection team finds that pupils are generally happy but endorses the reservations expressed about the progress of some pupils, particularly in some classes. Communication is generally good and the school is working hard to improve this even further, for example text communications and improvements to the website to make access better and keep it updated.

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

Ofsted invited all the registered parents and carers of pupils registered at Longton Lane Community 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 13 statements about the school.

The inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	57	18	37	1	2	0	0
The school keeps my child safe	26	53	22	45	0	0	0	0
My school informs me about my child's progress	20	41	26	53	2	4	0	0
My child is making enough progress at this school	15	31	31	63	3	6	0	0
The teaching is good at this school	14	29	31	63	1	2	0	0
The school helps me to support my child's learning	17	35	25	51	4	8	1	2
The school helps my child to have a healthy lifestyle	12	24	36	73	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)	13	27	29	59	1	2	2	4
The school meets my child's particular needs	14	29	29	59	2	4	2	4
The school deals effectively with unacceptable behaviour	12	24	29	59	3	6	2	4
The school takes account of my suggestions and concerns	19	39	24	49	1	2	1	2
The school is led and managed effectively	20	41	21	43	4	8	1	2
Overall, I am happy with my child's experience at this school	21	43	25	51	2	4	0	0

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 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



27 May 2011

Dear Pupils

**Inspection of Longton Lane Community Primary School, Prescott, L35 8PB**

Thank you for welcoming my colleagues and me to your school. We enjoyed meeting you, sharing your lessons and listening to your views. We agree that you are safe and that for most of the time you behave well. You are right to be proud of the jobs you do in the school and how you help to run the school as activity leaders, school councillors and eco council members.

Your school is satisfactory. It is caring and keeps you safe. Children make a good start in the Early Years Foundation Stage and across the school your progress in English and mathematics is satisfactory. By the time you leave school in Year 6, your attainment is average. More could be done to improve teaching in parts of Key Stage 2. Your curriculum gives you chance to learn all the subjects expected for your age, but is not yet as exciting as it could be. School staff are determined to improve your attainment. New initiatives such as 'Big Mathematics' and better support for those of you who need help to catch up in English and mathematics such as one-to-one help, are starting to help you when you find the work too difficult.

In order to help you do even better at school I have asked the leaders to:

- improve attainment in mathematics, especially for girls, and in English to help you to improve your handwriting, spelling and grammar
- make sure all the teachers plan lessons that match your ability so that you all do as well as you can
- check that you have more opportunities to apply your skills of literacy and numeracy and ICT across the curriculum and to work independently.

I wish you all the very best for your future.

Yours sincerely

David Byrne

Lead inspector

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