

# Long Ridings Primary School

## Inspection report

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<b>Unique Reference Number</b>	114902
<b>Local Authority</b>	Essex
<b>Inspection number</b>	363828
<b>Inspection dates</b>	23–24 June 2011
<b>Reporting inspector</b>	Michael Sutherland-Harper

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>	401
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Linda Crotty
<b>Headteacher</b>	Wayne Harris
<b>Date of previous school inspection</b>	5 February 2008
<b>School address</b>	Long Ridings Avenue Hutton, Brentwood CM13 1DU
<b>Telephone number</b>	01277 222488
<b>Fax number</b>	01277 201036
<b>Email address</b>	admin@longridings.essex.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. The inspection team observed 22 lessons taught by 16 teachers and held meetings with governors, staff and pupils. Inspectors observed the school's work, and looked at pupils' books, the school's development plan, assessment data, monitoring and evaluation records, arrangements for safeguarding, and policies and procedures. In addition to replies from pupil and staff questionnaires, questionnaires from 214 parents and carers were received and analysed.

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

- How well are pupils doing in writing, especially boys, pupils with special educational needs and/or disabilities and the gifted and talented?
- How effectively are improvements in teaching and assessment procedures, and the developing curriculum contributing to progress and achievement across the school?
- How well has the school promoted development of pupils' spiritual, moral, social and cultural understanding?
- How effectively do governors and middle managers contribute to the process of improvement?

## Information about the school

Long Ridings Primary School is a larger-than-average-size primary school. The large majority of pupils are from White British backgrounds with a small number from minority ethnic groups. Very few of these pupils speak English as an additional language. The proportions of pupils known to be eligible for free school meals and those who have special educational needs and/or disabilities are below the national average. The proportion of pupils with a statement of special educational needs is just above the national average. There is an independently-run breakfast club on site. The school has gained the Primary Quality Mark, Healthy Schools and International Schools Awards.

**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?**

**2**

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

**2**

## Main findings

The school provides a good quality of education. One parent summed it up by saying, 'This year has opened up many areas of learning to me and my child and I am delighted with the support and real joy of learning imparted to my child by the teacher.' Pupils make good progress with their learning because teaching is good and the variety of stimulating activities offered by the outstanding curriculum enables them to develop in a host of ways, including extending their spiritual, moral, social and cultural understanding exceptionally well. Pupils make an excellent start in the Early Years Foundation Stage where all aspects of provision are now outstanding. Extremely effective partnership arrangements ensure that good care, guidance and support are in place for all pupils. The development plan put in place by the school has at its heart goals linked to the school initials (LRPS) - learn and discover, respect one another, perform to your best and achieve success. This vision and the drive for improvement are shared by leaders, managers, the governing body and staff who all have opportunities to contribute to ongoing improvements. As a result, the capacity for sustained improvement is good.

Pupils develop personal skills well. They feel safe and healthy in school and have excellent opportunities to develop workplace skills and to contribute to the school and local community because their curriculum is closely linked to real-life situations.

The school is an inclusive community where each pupil is regarded as an individual and extra support is put in place to ensure that all groups, including the gifted and talented and those with special educational needs and/or disabilities flourish. Hence, the school promotes equality of opportunity well. Attendance is good.

Attainment levels are high by the end of Years 2 and 6. Pupils' progress and achievement are good in all areas of the school. Attainment on entry is in line with national expectations. Pupils leave each key stage with attainment that is higher than the one before. Any remaining gaps are rapidly closing because the school's tracking and monitoring systems allow it to accurately identify any areas of underperformance and to quickly take action. As a result, standards in writing for all pupils have risen dramatically. For example, boys' writing is now similar in quality to that produced by girls.

Teaching is good but sharing of best practice in order to ensure continued improvement is at an early stage. Lesson objectives are clear. Assessment procedures are good but planning does not always match activities to the abilities of all individuals to enhance progress rates. Marking is of good quality. Pupils have some opportunities to judge how well they are doing but this is not a frequent enough feature of the school's work. In addition, pupils' opinions about how to best improve their work are not always a part of discussion with adults. This sometimes leads to a feeling that their views are not important.

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Leaders and managers at all levels, including the governing body and middle managers, have accurately evaluated the school's strengths and areas for further development. Their pursuit of excellence in provision is relentless. Increased rates of attainment since the last inspection derive from clear expectations at all levels, rigorous monitoring and close analysis of data. Safeguarding arrangements are good. Close links with parents and carers are part of the school's good awareness of how it fits into the local, national and global communities.

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

- Raise the quality of teaching by:
  - sharing of best practice across the school
  - ensuring consistency of assessment practices so that planning best matches activities to abilities.
- Raise the quality of learning by:
  - offering consistent opportunities for pupils to judge their own success
  - enabling pupils to make decisions about how to improve as a result.

## Outcomes for individuals and groups of pupils

**1**

Achievement and enjoyment of learning are good for all groups of pupils, including those with English as an additional language and pupils from minority ethnic groups. They are well engaged in lessons because behaviour is outstanding and expectations that it will be so are clear and consistent on the part of both adults and pupils. In the best lessons, a careful match of pace, challenge, support and resources ensures that progress for all groups, including the gifted and talented and those with special educational needs and/or disabilities, is rapid. In an outstanding Year 5 lesson in English on constructing a newspaper report, pupils were able to assess the quality of their initial efforts, identify areas for improvement and plan the next steps. As a result, boys were especially eager to get on with their written efforts. Such increased opportunities for pupils to identify for themselves where they are in their work and what they can do next to improve are at an early stage of development across the school. In all lessons, pupils get on well with each other and encourage each other's efforts. Ongoing and focused support is provided by adults who work closely with groups of pupils.

Pupils are proud of their school and keen to share its successes with visitors. Safety is given a very high priority. The very large majority of pupils feel safe and can identify someone to approach with problems. Parents and carers are almost unanimous in feeling that their children are kept safe whilst in school. Pupils are eager supporters of healthy lifestyles. A wide variety of extra-curricular clubs and activities help to keep them in good health. Pupils contribute exceptionally well to the school community and take responsibility in many areas, including both play and environmental matters. They have a strong role in making decisions, such as when they set up a cyber cafe for local residents. Opportunities to extend workplace skills are outstanding because pupils' basic skills, especially information and communication technology (ICT), are highly and continually developed. Learning is increasingly linked to real life situations. An enterprise activity in Year 4 led to the group making twelve times their original sum of fifty pounds.

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The school works constantly to ensure that attendance is above average. The engaging curriculum helps to ensure that pupils are eager to attend so as not to miss anything. Social, moral, spiritual and cultural outcomes are outstanding with high quality recognised in cultural links through the International Schools Award. Pupils show respect and consideration towards each other at all times. They reflect on their experiences and have a very good understanding of a wide range of beliefs and cultures. This understanding is enhanced by creative and imaginative displays and growing links with different communities. Music and art are of a very high standard. Pupils have excellent perceptions of right and wrong and know that responsibilities come with rights. Pupils mix well together; older pupils work well with younger ones on joint projects such as making and sharing books.

*These are the grades for pupils' outcomes*

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

Good teacher subject knowledge and clear expectations ensure that pupils are well motivated and engaged in lessons. Learning support assistants are well-used, especially to support pupils with special educational needs and/or disabilities. In an outstanding Year 6 lesson in mathematics, the most able made exceptional progress because excellent questioning procedures and activities were constantly stretching them. Such planning to add extra challenge following assessment does not yet consistently ensure that activities match ability levels in all lessons. Strengths in assessment procedures, which are generally

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good, include effective use of marking to drive forward improvement and peer and self-evaluation. However, pupils do not always have opportunities to identify how their personal strengths can be used to take their learning forward.

The excellent curriculum is helping to drive improvement strongly forward. In literacy lessons, the great strength of cross-curricular links is exemplified by projects involving history, literacy and very good use of ICT. Such approaches have been highly successful in engaging boys and the gifted and talented with writing and in providing a variety of approaches for work with those having special educational needs and/or disabilities. The outdoor curriculum, including very strong physical education provision, interconnects very well with what is going on in school. Excellent enrichment, covering almost every interest imaginable, helps ensure that pupils emerge as well rounded individuals.

Care, guidance and support are good. Every pupil is regarded as an individual whose care is at the heart of all the school does. Transition arrangements on entry and exit are very good and carefully planned. Work is also done to ensure that transitions from year-to-year work well. For example, Year 2 pupils and their parents visit the Key Stage 2 block before beginning Year 3. Case studies show that the school is making a real difference to vulnerable pupils. Progress of all groups is carefully tracked and followed up by a wide range of targeted intervention strategies including narrative therapy and counselling.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Leaders and managers at all levels are united in their shared aim that the school should become an example of the highest standards and best practice. The clear vision espoused by the headteacher and his deputy is shared by the governing body and staff alike. It has been backed up by close monitoring and tracking procedures, strong analysis of data and ongoing training of staff. Accurate self-evaluation has enabled the school to tackle and address the right priorities. Middle managers have increased responsibility across the school so that improvement is not solely dependent on one or two leaders. These members of staff now play an effective role in helping to drive school improvement initiatives. Regular staff meetings and reviews identify pupils and areas requiring additional attention. The school has successfully tackled all areas identified at the last inspection, for example, by an extensive programme for developing pupils' writing skills and ongoing refinement of assessment procedures. High standards are now consistent across the school because the curriculum increasingly challenges both teachers and pupils to give of their best.

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The governing body has an ongoing focus on continued school improvement. It has a good understanding of the school because of its close involvement with staff and pupils and knows the priorities for development. Members' increased understanding of performance data enables them to monitor and challenge the school's effectiveness. Good relationships with parents and carers are exemplified by the number of questionnaires returned during the inspection. Excellent partnerships with local schools, businesses and support services are adding to the rate of progress and closing any remaining gaps. Equality of opportunity and elimination of discrimination is at the heart of all the school does. Good safeguarding arrangements include careful documentation with termly review of procedures by the safeguarding governor and governing body.

The school promotes community cohesion well as a result of good planning and review. Links in place with another school in County Durham and with school communities in France and Japan are among features which have led to an International Schools Award. French is taught in school by all teachers, one of whom is a lead Modern Foreign Languages teacher for the local authority. Art and display reflect an interest in the world outside. The school ensures good value for money by making strong use of its resources to meet pupil needs, provide additional experiences and secure excellent outcomes at all levels.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children enter the Reception class with the knowledge and skills expected for their age in most areas and just below in communication, language and literacy. They make exceptionally good progress and leave Reception with skills above age expectations for most children and extremely well-developed for some. Children show high levels of concentration and perseverance. Their great enjoyment of all areas of learning and



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eagerness to take them forward is readily apparent. Excellent relationships enable adults to challenge learners, who are expected to be able to fully explain their choices. Children co-operate well and are invariably respectful of each other. They respond quickly to clear expectations of exemplary behaviour at all times.

The inside and outdoor learning environments are highly stimulating. In both areas, focused planning very successfully meets children's individual needs and interests. Children frequently take a lead in planning activities. Adults are highly-skilled practitioners who know the children and their needs exceptionally well. Rigorous assessment procedures, following close analysis of data, push improvement forward at a rapid pace and now involve children in identifying their own next steps. Leadership and management are outstanding. Leaders place a continual emphasis on staff development, undertake close scrutiny of data to plan for improvement and ensure that children's safety and well-being are at the heart of all they do. Highly effective routines result from involvement of the whole team. Exemplary organisation, assessment procedures, policies and leadership all help to ensure outstanding overall effectiveness.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The response rate from parents and carers to the Ofsted questionnaire was larger than the national average for primary schools. The very large majority of those who replied were very pleased with their children's experience at the school. They were particularly happy with the ways in which the school keeps their children safe and helps children to have a healthy lifestyle. They valued the effective leadership and management of the school and were very confident that their children enjoy school. A very small minority of parents and carers expressed concerns about the ways in which the school helps them to support their children's learning. Inspectors looked at support systems in and out of lessons and found that they are good.

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

Ofsted invited all the registered parents and carers of pupils registered at Long Ridings 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 214 completed questionnaires by the end of the on-site inspection. In total, there are 401 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	145	68	64	30	3	1	2	1
The school keeps my child safe	161	75	51	24	2	1	0	0
My school informs me about my child's progress	115	54	87	41	9	4	2	1
My child is making enough progress at this school	116	54	85	40	10	5	2	1
The teaching is good at this school	131	61	74	35	4	2	1	0
The school helps me to support my child's learning	121	57	80	37	9	4	1	0
The school helps my child to have a healthy lifestyle	127	59	85	40	2	1	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)	117	55	85	40	3	1	1	0
The school meets my child's particular needs	127	59	77	36	7	3	1	0
The school deals effectively with unacceptable behaviour	100	47	103	48	8	4	1	0
The school takes account of my suggestions and concerns	102	48	101	47	8	4	0	0
The school is led and managed effectively	151	71	61	29	0	0	0	0
Overall, I am happy with my child's experience at this school	154	72	56	26	3	1	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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 June 2011

Dear Pupils

**Inspection of Long Ridings Primary School, Brentwood, CM13 1DU**

Thank you for the welcome you gave us when we visited your school recently. We enjoyed talking to you in lessons and seeing the wide variety of work going on around the school. I am writing to tell you what we found out about your school.

We found that Long Ridings Primary School is a good school. Here are some of the things your school does well.

Teaching is good and you make good progress as a result.

You have an excellent range of activities and experiences in and out of lessons. These help you to achieve really well and to learn about the wider world.

You feel safe and healthy because of the school's efforts and we agree with your views on these.

You are reaching very high levels in your work.

The headteacher and his staff want your school to become even better. These are the suggestions which we feel can help:

- to make sure that your teachers share their best skills with each other so that all lessons are good or better
- to make sure that the work teachers plan for you to do in lessons is at just the right level for you
- to help you understand where you are in your learning journey by always giving you opportunities to judge how well you are doing
- to encourage you to come up with your own ideas about how to improve because you know what works for you.

The inspectors feel that your school can continue to improve because you behave very well and work hard to reach high standards.

Yours sincerely

Michael Sutherland-Harper

Lead inspector

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