

# Longnor CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	123482
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	380664
<b>Inspection dates</b>	21–22 September 2011
<b>Reporting inspector</b>	Kathy Hooper

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	106
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Corbett
<b>Headteacher</b>	Michael Betts
<b>Date of previous school inspection</b>	9 November 2006
<b>School address</b>	Frodesley Road Longnor Shrewsbury SY5 7PP
<b>Telephone number</b>	01743 718493
<b>Fax number</b>	01743 718493
<b>Email address</b>	admin.longnor@shropshirelg.net

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## Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons and six teachers. Meetings were held with the headteacher, staff, members of governing body and pupils. Inspectors observed the school's work and lunch and break times. They examined pupils' work, analyses of their progress, teachers' planning of work, minutes of meetings and other records. They scrutinised 72 questionnaires from parents/parents and carers, 59 from pupils and 12 from staff.

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

- Are boys and all more-able pupils at both key stages sufficiently challenged to achieve their potential?
- Given the number of part-time teachers, is practice consistent and are lessons sufficiently well adapted to the full range of pupils' abilities?
- How well does the monitoring of teaching and learning identify the needs of any pupils who are failing to reach their potential and lead to effective remedial action?
- How does the school ensure that there is good transition between the Early Years Foundation Stage and Key Stage1?

## Information about the school

The school is smaller than the average primary school and has a lower-than-average proportion of girls. The overwhelming majority of pupils are of White British heritage. Very few pupils are known to be eligible for free school meals. There is a higher-than-average proportion of pupils with special educational needs and/or disabilities, but very few pupils have statements of special educational needs. Pupils are taught in classes made up of two age groups. A small minority of the pupils live locally but an increasing number live further afield and come to school by bus. The school has National Healthy Schools status, the Eco-school gold award, the Silver SEN Quality Mark and Financial Management Standard in Schools status.

**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?**

**1**

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

**1**

## Main findings

This is an outstanding school. A comment from a parent sums up many other parents' and carers' views about the school. 'It is staffed by a dedicated team of teachers and support staff and led and managed by a headteacher who genuinely wants the best education for every child in his school.' More-able pupils achieve well and those with special educational needs and/or disabilities thrive equally well. There is little difference between the achievement of boys and girls. Children in the Early Year Foundation Stage make good progress and quickly adopt good learning skills.

Pupils' high levels of independence and confidence make them socially aware and supportive of each other. They say that there is no bullying, and they feel extremely safe. Pupils have an excellent understanding of health issues and a large majority belong to school sports clubs. There is a strong sense of community and purpose. Pupils' spiritual development is outstanding. The school's ethos and the exciting curriculum promote pupils' sense of spirituality and their strong sense of right and wrong. Camping overnight on the school grounds with pupils from a multicultural school in Bristol and many international contacts contribute strongly to their social and cultural development.

Exciting lessons and high levels of challenge engage pupils well and make them anxious to please. Good communication between part-time teachers ensures continuity in learning throughout the week. Nevertheless, teachers' short-term planning of pupils' work does not always identify the learning outcomes for different ability groups that would help to inform day-to-day assessments. There is good oversight of pupils' progress through marking that encourages them to contribute. There are regular reviews of progress involving all staff, but details of day-to-day assessments are sometimes limited.

The rich and wide curriculum is designed to capture pupils' interests and imagination. Excellent links between subjects make the curriculum coherent for pupils while reinforcing basic skills. Extra-curricular activities are a very strong part of the provision. Pupils' care, support and guidance are outstanding. Every individual is very well known to all staff and excellent communication ensures needs are promptly addressed. Children progress smoothly from the Early Years Foundation Stage to Year 1, and working links with the local secondary school ensure pupils are properly prepared for the next stage of their education.

The whole school shares the headteacher's very clear vision to advance, even

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further, pupils' achievement and personal development. Parents and carers greatly value the way in which their children become questioning and resourceful learners. Effective monitoring of pupils' progress identifies those who are failing to reach their expected levels and those who are exceeding them. Individual needs are successfully addressed through a variety of interventions. Analysis of pupils' performance provides the basis for the school's development priorities, but limited day-to-day assessments of pupils' progress limits searching analysis.

The governing body is well qualified and able. Members are productively involved in all the school's activities, and are questioning but supportive. They have limited the headteacher's teaching commitment to ensure he has adequate time to monitor teaching and learning. A variety of school events provide a valued focus for the local community. However, the school's many valuable partnerships and rich extra-curricular experiences are not always sufficiently systematically evaluated to identify their contributions to the school and its community. Outstanding leadership, enrichment of the curriculum, improvements in teaching and learning, and the continued good achievement of pupils indicate that the school has excellent capacity to improve.

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

- Develop day-to-day assessment procedures to provide a detailed picture of individual progress that can be used by all staff to plan precisely for all needs.
- Extend the strategies for monitoring and evaluating the impact of partnerships and the extended curriculum on the school as a community and its local community.

**Outcomes for individuals and groups of pupils****1**

Pupils achieve well and a good proportion of them attain the higher levels in tests at the end of Key Stage 2. Year 6 pupils used text from 'Romeo and Juliet' to write dialogue using everyday language for a play to be presented at a local theatre. Despite the high levels of challenge, all were well engaged with the activity. Pupils' good progress is due to teachers' high expectations, clear routines and excellent relationships. In a lesson for Years 1 and 2, pupils collaborated to find words beginning with 'ch'. They knew how to check their words using a school-made dictionary. Pupils with special educational needs and/or disabilities make rapid progress in their skills and understanding with well-focused support from teaching assistants. The self-esteem of those with behavioural difficulties grows with the support of their peers and staff ensuring they take a full part in all activities. A parent of a child with special educational needs, who moved her son from another school comments that, 'His achievement both academically and socially were beyond our wildest dreams.'

Pupils' personal development is outstanding. The school's family atmosphere enables

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pupils to develop confidence and strong relationships. As a result, their behaviour is exemplary and they develop high levels of independence. They value each other’s opinions and are exceptionally tolerant of each other’s differences. A Year 6 pupil commented that, ‘We are respected by teachers and we give them respect back.’ They become responsible by taking part in activities, such as those related to the forest school and a thriving gardening club. Some have recently formed their own dance club with a view to running a competition.

Pupils’ outstanding awareness of safety is also promoted through their involvement in a safe-school council where they identify and address possible problems. Pupils greatly value the fact that teachers listen to them and trust them. Pupils develop an outstanding understanding of the world of work through regular opportunities in lessons to function in teams and when they organise small business activities. International links with the local international college and with countries, such as Guinea and Uganda, provide valuable opportunities for pupils from a predominantly White British environment to appreciate other cultures and they take up these opportunities with great enthusiasm.

*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>	2
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>

**How effective is the provision?**

Lessons are enhanced by the wide knowledge and skills of teachers who relish their contact with the pupils. Teaching assistants support pupils with special educational needs and/or disabilities through excellent questioning and on-going assessments. Lessons are typically well paced and active. Most pupils’ attention is fully focused

<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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during periods when teachers are talking. However, they are exceptionally attentive when, for example, staff and pupils act out roles of teacher and evacuees during the Second World War. On these occasions, they frame some excellent questions. Pupils make good use of information and communication technology, for example, by the support for writing for Year 6 boys. Younger Key Stage 2 girls used the interactive whiteboard to help the class consolidate understanding of how to add two-digit numbers. Teachers’ good understanding of assessment has been extended well through recent training. However, they do not always systematically record the details of individual progress that would inform their planning of work.

The curriculum has been developed using broad themes to appeal to pupils and to encourage lively and enquiring minds. One parent/carer observed that the school’s approach to learning gave children experiences that ‘stay with them for life’. Years 5 and 6 pupils experimented with wattle and daub structures during a forest school lesson, in preparation for a visit to a local Tudor building. Parents and carers identify the high quality of care, support and guidance as a strength of the school. Individual issues and particular circumstances are promptly and sensitively addressed. Both the curriculum and care, guidance and support contribute strongly to pupils’ excellent personal development.

*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>1</b>

## How effective are leadership and management?

Teachers work as a well-knit team with a shared perspective that is child-focused. They plan imaginative and innovative learning opportunities for pupils. Monitoring of teaching and learning is well linked to the school’s priorities. However, the learning outcomes in day-to-day planning relate to tasks rather than learning. As a result opportunities for assessment throughout lessons are missed, limiting the data available for monitoring pupils’ progress over time.

The governing body ably supports the school in identifying accurate priorities. Safeguarding procedures are in place and all staff well-informed and vigilant. All procedures have a high profile and all staff are aware and well-trained. Although procedures are good, documentation is over complicated. The accommodation is thoughtfully adapted to the school’s particular needs. A plethora of partnerships augment and enrich pupils’ experiences, for example, in terms of understanding a multi-cultural society. The mutuality of such arrangements is evidenced in the fund-raising that has taken place for a school in Guinea. Equality of opportunity is at the

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heart of the school’s concern for individual needs and talents and a parent/carer commented that children ‘learn to try anything without fear of prejudice’. Although a wide range of religious, local, national and international activities are promoting community cohesion well, these have yet to be fully monitored and evaluated.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</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>1</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>2</b>

## Early Years Foundation Stage

Children’s attainment on entry is broadly at expected levels, and their achievement at the end of the Early Years Foundation Stage is good. Children take part in a balanced range of adult-led and child-initiated activities. Children were totally absorbed by making cookies for their Bird’s Nest Café, while others made ‘bread’ using salt-dough. They shared equipment and discussed how to make them. They are helped to settle into routines, and learn to interact well with others by working alongside Year 1 pupils. Good levels of discussion with adults and peers promote children’s language and understanding well.

Teaching is imaginative and designed to capture children’s interests. Planning of work clearly describes activities and outcomes, and records of achievements are well maintained. The curriculum is rich. A visit to a local café stimulated understanding about the activities taking place in the classroom. Good leadership and management ensure pupils are safe at all times. A typical comment from one parent/carer stated, ‘I know they are in the safest hands and will enjoy themselves and if there are any issues or problems I will be informed immediately.’

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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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

Two thirds of the parents and carers returned questionnaires – a much higher proportion than in most primary schools. Of these, about half commented very favourably and often at length about the family atmosphere and the wide range of exciting activities. They are delighted by the progress made by their children, particularly in their personal development. The inspection team found the school to be outstanding due to pupils’ good progress, a rich curriculum, high-quality care, support and guidance, and pupils’ high levels of maturity.

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

Ofsted invited all the registered parents and carers of pupils registered at Longnor CofE 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 106 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	71	19	26	2	3	0	0
The school keeps my child safe	50	69	21	29	0	0	0	0
The school informs me about my child’s progress	39	54	27	38	2	3	0	0
My child is making enough progress at this school	37	51	30	42	0	0	0	0
The teaching is good at this school	47	65	21	29	0	0	0	0
The school helps me to support my child’s learning	42	58	26	36	1	1	0	0
The school helps my child to have a healthy lifestyle	51	71	21	29	0	0	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)	43	60	24	33	0	0	0	0
The school meets my child’s particular needs	43	60	24	33	2	3	0	0
The school deals effectively with unacceptable behaviour	38	53	28	39	0	0	0	0
The school takes account of my suggestions and concerns	37	51	29	40	3	4	0	0
The school is led and managed effectively	54	75	15	21	0	0	0	0
Overall, I am happy with my child’s experience at this school	50	69	21	29	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.**



23 September 2011

Dear Pupils

**Inspection of Longnor CofE Primary School, Shrewsbury, SY5 7PP**

Thank you so much for making us welcome when we visited your school this week. We very much enjoyed seeing activities, looking at your work and talking to you and your teachers.

We found your school to be outstanding because of your good progress and your high levels of independence and responsible behaviour. Your school has a real feeling of community. You clearly enjoy coming to school and it was good to see you taking great care of each other. We were very impressed by the many exciting activities that your teachers plan for you, particularly those outside the classroom. We were also impressed by the way you organise things for yourselves.

In order to make your school even better, we have asked your teachers to do two things.

- Keep more details of what you learn in lessons to help them plan the next steps for you.
- Review the benefits for the school and the community of the many activities you are involved in beyond the classroom.

You can help by reflecting on what you have learned in lessons and all the exciting activities that you are involved in, and telling your teachers.

Yours sincerely

Kathy Hooper  
Lead inspector

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