

# Longford Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	112835
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	378573
<b>Inspection dates</b>	17–18 November 2011
<b>Reporting inspector</b>	Alison Cogher

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend Michael Bishop
<b>Headteacher</b>	Philip Searson
<b>Date of previous school inspection</b>	8 January 2007
<b>School address</b>	Main Street Longford Ashbourne DE6 3DR
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited ten lessons and observed five teachers and two teaching assistants. Meetings were held with the headteacher, teaching staff, members of the governing body and pupils. Inspectors observed the school's work, and looked at documentation including school policies, the school improvement plan, curriculum planning information, pupils' work and their progress tracking data, and evidence of the school's self-evaluation process. Questionnaires from 48 parents and carers were received and analysed together with questionnaires from pupils and school staff.

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

- How well the planning of lessons for mixed age classes, and the support provided for pupils with special educational needs and/or disabilities provides for continuity of learning and enables all pupils to make good progress.
- The extent to which pupils contribute to the planning of their own learning.

## Information about the school

This is a much smaller-than-average sized primary school and serves a rural community. Almost all pupils are of White British heritage and none speak English as an additional language. No pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is average. The newly appointed headteacher joined the school in September 2011. In recognition of its work the school holds a number of awards including the Derbyshire Music Quality Mark and the Derbyshire Anti-bullying Award, the National Healthy Schools Award and the BECTA award for outstanding commitment to information and communication technology (ICT).

The Fun After and Before School Club (FAB Club) operates from the school from Monday to Thursday during term time. This provision is not managed by the school and is subject to a separate inspection.

**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

Longford Church of England Primary is a good school. Pupils' exceptionally good spiritual, moral, social and cultural development reflects the school's strong moral values and high expectations. Pupils develop a clear set of personal values that enable them to enjoy their learning and work and play together in harmony. The school's extremely productive links with parents and carers are reflected in the high levels of confidence they expressed through the questionnaire and recorded comments such as 'there is a lovely atmosphere in the classroom, staff are approachable and caring and as parents we always feel welcome'. The school has made good progress since the last inspection. Improvements to the curriculum have strengthened links between subjects so pupils' learning has greater relevance and they have good opportunities to use their writing skills for a range of purposes.

The numbers of pupils in each year group is very small so caution needs to be taken when making generalisations about pupils' attainment. However, trends in data, together with pupils' current work, show that attainment in reading, writing and mathematics is typically above average by the end of Year 6. Pupils' attendance is high and their behaviour in lessons and around the school is exemplary. Pupils are known and cared for as individuals and receive excellent levels of care, guidance and support. These very positive aspects, together with effective safeguarding procedures ensure pupils feel safe at school and are enabled to make good progress.

Good use is made of assessment information to ensure that lessons are well-planned and take good account of the varying learning needs of pupils within the mixed-age classes. Pupils with special educational needs and/or disabilities receive well-targeted support that enables them to access the activities planned and to achieve as well as other pupils. Marking of pupils' work is regular and generally supportive. However, it does not provide pupils with clear information about how well they are doing and what they need to do next to improve. Teachers check pupils' understanding in lessons, but provide pupils with few opportunities to check their own or each others' work against the expectations for the lesson. Good teaching throughout the school is exemplified by planning of activities that capture pupils' interest and give their learning relevance. For example, after visiting Chatsworth House pupils in Years 3 and 4 were able to draw on first-hand experience to produce a newspaper report of what it was like to live there in Victorian times. The curriculum is well-constructed although pupils have few opportunities to actively contribute to its planning by generating their own ideas and questions.

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Under the strong leadership of the headteacher, staff and governors work well together and morale is high. School self-evaluation is accurate and very much a shared responsibility in this very small school. It is conducted in a thorough and rigorous manner. Priorities for improvement are agreed and the school is moving forwards to address these at a good pace. Staff are keen to engage in professional development and to share expertise within the school and with neighbouring schools. Monitoring procedures are embedded into the school improvement process well and are tightly focused on checking that any changes made have a positive impact on pupils' learning. Improvement secured in this way demonstrates the school's good capacity to improve further.

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

- Improve the impact of teaching on pupils' learning by:
  - ensuring that the marking of pupils' work provides them with a clear indication of what they have achieved and what they need to do next to improve
  - providing pupils with the opportunity in lessons to check their own and each others' learning against specific success criteria
  - ensuring pupils have more opportunity to contribute to the planning of their own learning.

**Outcomes for individuals and groups of pupils****2**

Children typically start in Reception with skills that are broadly at a level expected for their age. However, there are at times marked variations from year to year and between the very small numbers of children admitted. They make good progress with most achieving the expected goals. They are well-prepared for Year 1.

In all classes, pupils in all year groups make good progress and achieve well. Good use is made of assessment information to guide improvements. For example, the school has responded quickly to improve pupils' skills of inference and deduction in reading comprehension tasks after identifying these elements as being not as strong as other elements. Pupils' very positive attitudes and exemplary behaviour make lessons enjoyable and productive. Pupils enthusiastically rise to the challenges set by their teachers. For example, pupils in Years 5 and 6 responded in a very mature manner when asked to produce facial expressions of worry and concern during a drama activity linked to a story set in Africa.

Pupils are very keen to take on responsibilities and have a well-developed sense of community. School councillors are proud of the role they have in the school improvement process. They are adept at seeking out the views of other pupils and are confident that their contribution is making a difference to the quality of the school. Other pupils too are keen to get involved. This was clearly evident as pupils in Years 5 and 6 organised and ran stalls to raise money on Children in Need day. Pupils show respect and consideration for each other and are keen to increase their

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contribution to the planning of their learning. They develop positive relationships with adults and are confident that if they have a problem there is an adult in school who would help them. Pupils have a good grasp of the important factors that contribute to leading a healthy lifestyle and make some positive choices about what they eat and the exercise they take. For example, some older pupils have reduced their intake of fizzy drinks after learning about the large amount of sugar many of them contain. Pupils say they enjoy being at school. This, together with their good academic achievement and well-developed personal skills, ensure they are well-prepared for the next stage in their education.

*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>2</b>
<b>Pupils' behaviour</b>	<b>1</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

A number of features of teaching are consistently strong in the school and they have a good impact on pupils' learning. These include positive and constructive relationships that ensure pupils engage confidently in lessons and will ask for support when they need it. Lesson planning is well-informed by assessment information and pupils' previous learning is taken into account. Whole-class objectives for lessons are made clear and teachers check pupils understand what these mean. Through questioning during lessons they also check pupils' understanding, correct any misunderstandings and help them to clarify their thinking. However, pupils are not always given a clear set of criteria to help them check their own and each others' work. Teachers have good subject knowledge and use a variety of resources to capture pupils' imagination and motivate them to learn. For example, in a Year 5 and 6 lesson a recorded interview with Eva Hart a survivor of the Titanic disaster

<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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successfully created the mood necessary for pupils to consider how people’s feelings might be recorded in text. Pupils appreciate the support they receive from their teachers in lessons but are less clear about the purpose of the marking of their work.

The curriculum is largely planned by adults and does ensure that constructive links are made between subjects so pupils see the relevance of their learning. Pupils confidently use their literacy, numeracy and information and communication technology (ICT) skills to support their learning in other subjects. For example, pupils in Years 1 and 2 wrote recounts of their trip to Pickford House as part of their topic on Houses and Homes. Pupils in Years 5 and 6 demonstrate their good grasp of literacy and ICT skills in their independent research projects. The good quality of this work clearly indicates that pupils have the motivation and skills to make more of a contribution to the planning of their learning in general. Enrichment activities, including visits, visitors and access to music and sports activities extend the learning opportunities for pupils and contribute much to their overall learning and enjoyment of school.

Pupils with special educational needs and/or disabilities and all other pupils benefit from the excellent care, guidance and support provided. This work is very firmly based on pupils being known as individuals. Working very closely with parents, outside agencies and pupils themselves the school provides highly-tailored support that makes a marked difference to pupils’ personal and academic 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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The newly appointed headteacher has been quick to communicate his vision for the school’s future. Staff, governors, pupils and their parents share this vision and plans to bring about the agreed changes are well in-hand. These include making modifications to how pupil progress is tracked so it is easier to interrogate the data and check that pupils are making sufficiently good progress. In this very small school all staff have some leadership responsibility. They work well as a team demonstrating a good balance of challenge and support for each other that is ensuring continuing school improvement. Governance is good. The governing body is active in its involvement in monitoring the school and is well-informed so is able to provide an appropriate balance of challenge and support.

Good safeguarding procedures are reflected in parents’ and carers’ confidence that

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the school keeps pupils safe and in pupils’ confidence that they are given the skills to keep themselves safe. Parental satisfaction with the school is high as a result of the excellent work done by the school to keep them up-to-date and informed about events at school, the curriculum and the progress their children are making. Comments such as ‘I am extremely happy with all aspects of this wonderful school’, reflect parents’ typically very positive views. Partnership work with the Church, other local schools and outside agencies make a valuable contribution to pupils’ personal and academic development. The school is an inclusive community and works diligently to ensure all pupils have equal access to what it has on offer and that they are all supported to make good progress. The school is a very cohesive community and pupils have learned much about diversity globally and within the United Kingdom from links forged with schools in Derbyshire and Canada over the last year.

*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>1</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>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

Good links with the local pre-school and the Longford Little Ones ensure children start school as confident individuals. Warm supportive relationships help children to engage in activities and make good progress. Resources are generally used well to support children’s learning and are most effective when they provide children with the opportunity to be active. For example, having read the book *We’re going on a Bear Hunt* children created an obstacle course in the playground for Pudsey Bear that reflected the journey taken in the book. Children worked very well together to design and construct the course. They then timed themselves as they took their own bears around the course. During this activity children showed exceptional levels of engagement and enjoyment and they made big gains in their learning as a result. Good attention is paid to promoting safety aspects such as how to carry equipment safely. The outdoor space next to the classroom is currently underused although



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plans for its improvement are well-advanced. The focused teaching of early literacy and numeracy skills helps children to develop the confidence to tackle tasks such as using their knowledge of letter sounds to work out what unknown words say when reading. Children are less confident in using their writing skills in formal, very structured activities when it has limited relevance for them. Conversely, they wrote confidently to record their own names and times during the obstacle course activity. Children show persistence and enjoyment when working and playing together. Staff work as a cohesive team to provide children with the same high levels of care as are found in the rest of the school. Leadership of the Early Years Foundation Stage is good. Assessment and monitoring information is gathered systematically and used well to inform session planning that takes children’s learning forwards at a good pace, and to draw up action plans for improvement.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The number of questionnaires returned was exceptionally high at nearly three times the usual return rate for primary schools. Parents and carers who returned the questionnaire indicated their high level of satisfaction with almost all aspects of the school’s work. They recognise that their children enjoy school and are kept safe. Support for the teachers and leadership of the school is very strong and they consider that they are kept extremely well informed. Inspection evidence supports these positive views. A very few parents expressed concerns that were specific to them as individuals although these did not detract from their overall satisfaction with what the school provides for their children.

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

Ofsted invited all the registered parents and carers of pupils registered at Longford Church of England 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 65 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	56	21	44	0	0	0	0
The school keeps my child safe	35	73	13	27	0	0	0	0
The school informs me about my child’s progress	23	48	25	52	0	0	0	0
My child is making enough progress at this school	20	42	26	54	1	2	0	0
The teaching is good at this school	26	54	21	44	0	0	0	0
The school helps me to support my child’s learning	26	54	21	44	0	0	0	0
The school helps my child to have a healthy lifestyle	25	52	23	48	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)	20	42	22	46	0	0	0	0
The school meets my child’s particular needs	14	29	32	67	2	4	0	0
The school deals effectively with unacceptable behaviour	24	50	21	44	0	0	0	0
The school takes account of my suggestions and concerns	22	46	23	48	0	0	0	0
The school is led and managed effectively	24	50	24	50	0	0	0	0
Overall, I am happy with my child’s experience at this school	27	56	21	44	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.**



21 November 2011

Dear Pupils

**Inspection of Longford Church of England Primary School,  
Ashbourne, DE6 3DR**

Thank you very much for helping us with the inspection of your school. We enjoyed talking to you, visiting your lessons and watching you work and play together. We appreciated the time you took to tell us about what you like doing at school.

We think your school is a good school. Here are some of the best things we found.

- You behave extremely well and your attendance is high and this helps you to learn well in lessons, make good progress and reach above-average standards.
- You are really thoughtful and respect each others' views and ideas.
- You feel safe at school because your school works hard to take extremely good care of you and make sure you get the help and support you need.
- You are taught well and do interesting activities in lessons and on visits.
- Your headteacher, the governing body and your parents and carers are working hard to make your school even better.
- Your parents and carers are given very good information about what you are doing at school and how well you are getting on.

To make it even better we have asked your school to make some changes.

- Your teachers are going to make sure that their marking shows you how well you have done and what you need to do next to improve.
- You are going to be helped to check your own and each other's work for mistakes.
- You will be given more chances to contribute to the planning of your work by thinking of questions you would like answered and ideas to investigate.

You can help by continuing to behave really well and attending as well as you do, and by sharing your ideas with your headteacher, the other teachers and each other.

Yours sincerely

Alison Cogher  
Lead inspector

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