

New Longton All Saints CE Primary School

Inspection report

Unique Reference Number	119569
Local authority	Lancashire
Inspection number	379840
Inspection dates	24–25 November 2011
Reporting inspector	Lynne Read

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Mark Smith
Headteacher	Nicola Gomersall
Date of previous school inspection	22 February 2007
School address	Hugh Barn Lane New Longton Preston PR4 4XA
Telephone number	01772 613470
Fax number	01772 617479
Email address	bursar@newlongton.lancs.sch.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed eight teachers. They held meetings with members of the governing body, managers, staff and groups of pupils. In observing the school's work, they looked at pupils' workbooks and files, assessment records, school policies and school development plans. In total, 120 parents and carers questionnaires were received, analysed and considered, alongside 119 questionnaires completed by pupils in Key Stage 2 and 15 by school staff.

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

- The quality of learning and progress, particularly of girls in Key Stage 1 and of more-able pupils and those with special educational needs and/or disabilities in Key Stage 2.
- The quality of care provided and its impact on pupils' personal development and behaviour.
- The effectiveness of leadership and management in sustaining high standards and in continuing to drive improvement at the school.

Information about the school

This school is slightly smaller than most primary schools. Most pupils are of White British heritage and few pupils are from minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is low. A below-average proportion of pupils have special educational needs and/or disabilities. The school holds the Eco School silver, Activemark and Quality Mark 3 awards and also has Healthy Schools status.

There have been considerable changes to staffing and the premises since the previous inspection and the number on roll has risen significantly. A private provider offers before- and after-school child-care on the premises. That provision is subject to a separate inspection and the report is 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?

1

The school's capacity for sustained improvement

1

Main findings

New Longton Primary is an outstanding school. It offers a high standard of care that leads to excellent personal development. Academic standards are high. Under the outstanding leadership of the headteacher the school has gone from strength to strength. Pupils make outstanding progress across Key Stages 1 and 2 and their attainment is high by the end of Year 6. Self-evaluation is thorough and accurate. Leaders and the governing body have rigorous processes for monitoring performance and use the information wisely to plan school development. It is a successful strategy that has led, for example, to improvements in teaching, standards and the learning environment since the previous inspection. The capacity for sustained improvement is, therefore, outstanding.

The quality of teaching is outstanding and lessons are challenging. Teachers know their pupils very well and relationships are excellent. Meticulous care is taken to track progress. Personalised programmes of work and very effective intervention strategies ensure that individual needs are met and that invariably pupils reach their challenging targets. More-able pupils rise to their teachers' high expectations and relish the learning challenges presented to them. The curriculum is outstanding. It includes a modern foreign language and a rich emphasis on the arts and sport. Pupils' interests are fired by stimulating topics, themed days and weeks, and visiting specialists. The pupils have excellent opportunities to practise their basic skills, research, investigate and learn independently. The accommodation for the Reception class has been developed recently to provide a stimulating classroom. The outdoor learning area, however, is small and limits the range of activities that can be provided, especially for children's physical development. Additionally, opportunities for children to investigate and engage in independent learning are reduced occasionally, when group or class teaching sessions continue for too long. Throughout school, pupils enjoy a rich variety of visits and extra-curricular clubs that enhance learning and allow them to extend their talents.

Pupils' personal skills and their behaviour are excellent; both are supported extremely well by links with the church. Pupils show great care and kindness towards each other, creating a productive, calm atmosphere for learning. They apply for jobs around school and discharge their responsibilities diligently. For example, the school council plays a significant role in decision-making. Pupils' welfare is at the heart of the school's work. Exhaustive measures are taken to provide help or resources to meet pupils' needs, including excellent links with outside services.

What does the school need to do to improve further?

- Improve provision and learning further in the Early Years Foundation Stage by:
 - developing the outdoor learning area to provide a wider range of learning opportunities
 - ensuring a better balance between the time allocated for children to investigate and learn independently and that spent in taught sessions.

Outcomes for individuals and groups of pupils

1

Pupils have excellent attitudes to their learning and thoroughly enjoy their lessons. Year 4 pupils, for example, work to a high standard with graphics, text and music to produce multi-media presentations of their quest myths. Year 2 pupils 'borrow' ideas from a book they have read together and their writing is of outstanding quality. Years 5 and 6 pupils demonstrate their mathematical skills in problem-solving and through their accurate work on computation, including working with equivalent fractions. There is no difference in the progress of boys and girls at either Key Stage; achievement for both is outstanding.

When children enter the school, their skills are broadly in line with the levels expected for their age. They make good progress in the Early Years Foundation Stage and attainment on entry to Year 1 is generally above average. However, there is scope to increase skills of independence for this age group. Pupils learn extremely well throughout Key Stage 1 and an increased emphasis on phonics (the sounds letters make) is helping to boost reading and spelling skills. Pupils continue to make outstanding progress throughout Key Stage 2, so that by Year 6, attainment is significantly and consistently high. Pupils who have special educational needs and/or disabilities are supported extremely well and make the same outstanding progress as their peers.

Behaviour is outstanding. Pupils think for themselves and older ones display mature, responsible attitudes. Pupils of all ages are adamant that bullying is exceptionally rare and explain the systems in place to help with any worries they might have. Pupils have an excellent understanding of healthy living and take full advantage of the range of sporting activities on offer. They relish the varied opportunities provided for them to experience responsibility. The Year 6 'buddies' enjoy supporting the Reception Year children, the 'eco warriors' actively promote re-cycling and the school council represents pupils' views very effectively. The 'play zones' and provision of playground games arose as a direct result of pupils' requests. With an impressive range of basic skills and excellent habits of attendance and punctuality, pupils are extremely well prepared for their future education. Pupils' spiritual, moral, social and cultural development is outstanding and enhanced through the religious foundation of the school. Pupils respect beliefs that are different from their own and care for the less fortunate through their fundraising work.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	1
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	1
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Relationships are excellent; pupils trust their teachers and say that learning is fun. Individual learning targets are clear and, because they arise from teachers' marking, are pertinent to the individual. As a result, pupils know exactly what is expected of them and are able to evaluate their own progress. Homework is completed to a high standard; it is used very effectively to consolidate and enhance learning. Teachers have a detailed view of pupils' progress and lessons take account of their interests and dispositions. Teachers often include short, focused tasks and an ideal amount of collaborative and practical work to maintain pace and motivation. Year 1 pupils, for instance, collaborated exceptionally well as they produced colourful pictures, using computer tools and effects. Teaching assistants have an excellent range of expertise and are deployed very wisely to provide additional support and one-to-one tuition.

The curriculum includes excellent opportunities for creative, physical and practical work and is enhanced extremely well through partnerships. For example, pupils experience a variety of sporting and enterprise activities through links with local schools. Themed days and weeks are enjoyed especially; they provide excellent opportunities for pupils to apply their new learning and skills. For example, pupils speak with enthusiasm about the 'Ancient Greece' day, as well as 'The Year of the Bible' and 'Vive La France' weeks. A strength of the curriculum lies in the tailoring of tasks and support to meet specific needs closely. For example, special sessions have been introduced to support pupils who have speech and language difficulties. There is excellent participation in the interesting programme of extra-curricular clubs that includes gardening, choir and mixed-gender competitive sport. Visits, including residential experiences, add an extra dimension to learning.

Responses to questionnaires from pupils, parents and carers agree overwhelmingly that children are safe. Teachers and the governing body are highly committed to the principle of inclusion and provide an outstanding quality of care, support and

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

guidance for pupils. The learning mentor and parent support adviser are instrumental in maintaining excellent links between home and school, but a very few parents and carers of pupils who have special educational needs and/or disabilities would like more information. The school provides a warm and welcoming ethos; as a result, pupils are confident and secure. The behaviour policy is based on the 'ABC Rules' that have been devised by staff and pupils. They are well understood and respected. Many rewards for good conduct are in place, with membership of the 'Awesome Behaviour Club' highly prized. Pupils who have highly specific needs are supported exceptionally well by trained staff and outside specialists. Supervision is excellent and pupils are supported extremely well in their transition between year groups and to their secondary schools.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leadership and management are outstanding and the school provides excellent value for money. The headteacher, supported very well by the deputy headteacher, has a thorough overview of provision and learning. Her clear vision of excellence is shared among staff and the governing body. There is a great sense of pride in this school and a relentless insistence among adults that 'only the best will do'. The learning environment is bright and stimulating and extensions to the building mean that, for the most part, pupils have the facilities they need. Some issues with outdoor learning for the Early Years Foundation Stage have been identified and are being addressed.

The attention to safeguarding is good and child protection procedures are exemplary. Staff have regular updates in their child protection training and are well equipped to deal with concerns. The school's equality policy is followed rigorously in practice and evaluated regularly to ensure that all pupils have full access to the wide range of activities on offer. The governing body allocates specific funding to ensure that any barriers to learning are removed. Discrimination in any form is not tolerated. The governing body achieves a very good balance in holding managers to account with the utmost rigour, whilst providing support and drive for the school. It has an accurate view of performance and carries out its statutory duties diligently. The promotion of community cohesion is good and developing. Pupils learn about life in other countries and a new partnership with a school overseas is beginning to provide them with a greater insight into diversity. The excellent relationship with parents and carers ensures their involvement in their children's education. An informative newsletter goes out weekly and workshops keep parents and carers informed about current educational practice. The parents' association is a valuable asset, providing additional funds for school and social activities for families.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

This is a good Early Years Foundation Stage. On entry to the Reception class, children's development matches that expected of the age group. Home visits and others to pre-school providers ensure that children's needs are assessed accurately and met. As a result, children settle quickly and thoroughly enjoy their work; their behaviour and attitudes to learning are excellent.

Teaching is good; adults make play and learning fun, as well as purposeful. Pupils make good progress, so they are working above expected levels by the time they enter Year 1. Lessons take account of children's interests and keep them well motivated. They include opportunities for children to choose their own activities and develop independence in learning. During the inspection, children enjoyed hunting for the Gruffalo, finding and reading his letters, and engaging in role-play based on the creature's adventures. However, there are occasions when the children spend too long listening passively to the teacher. That reduces the time for independent work. The organisation of and the resources for the indoor learning area allow for good use of the available space to provide continuous activities. The outdoor area is small and restricts the provision of resources, especially for physical development, such as wheeled toys or climbing frames. Leadership and management are good, ensuring good standards of welfare, as well as excellent partnerships with parents and carers. The development plan for this phase acknowledges the issue of the outdoor classroom and managers are currently exploring possible solutions.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Parents and carers have exceptionally positive views of the school. Almost all of those who replied to the questionnaire agreed that their children enjoy school and are safe. They praise the support and commitment of the staff especially and the overwhelming majority agree that the school meets their children's particular needs. There is commendation for the quality of leadership and management and the high quality of teaching. Comments include, 'Very approachable staff and respectful, happy children', 'The themed weeks are a massive hit with the pupils' and 'The children have a lot of fun whilst clearly learning'. The inspection findings endorse these views.

A very few parents and carers expressed concerns about the provision for pupils who have special educational needs and/or disabilities, whilst many others praised this support highly. During inspection, provision and learning for that group of pupils were investigated thoroughly and found to be excellent. However, managers and the governing body were alerted to the concerns expressed and agreed that communication between home and school should be reviewed in order to ensure that all parents and carers have equally detailed information about the tailored programmes in place.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Longton All Saints CE 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 120 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	71	34	28	1	1	0	0
The school keeps my child safe	82	68	36	30	1	1	0	0
The school informs me about my child's progress	61	51	55	46	2	2	0	0
My child is making enough progress at this school	68	57	45	38	4	3	1	1
The teaching is good at this school	71	59	47	39	1	1	0	0
The school helps me to support my child's learning	63	53	50	42	4	3	0	0
The school helps my child to have a healthy lifestyle	73	61	45	38	1	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)	60	50	52	43	1	1	0	0
The school meets my child's particular needs	61	51	50	42	5	4	0	0
The school deals effectively with unacceptable behaviour	59	49	52	43	3	3	1	1
The school takes account of my suggestions and concerns	48	40	60	50	6	5	0	0
The school is led and managed effectively	68	57	50	42	0	0	0	0
Overall, I am happy with my child's experience at this school	78	65	39	33	1	1	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 is 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).

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



28 November 2011

Dear Pupils

Inspection of New Longton All Saints CE Primary School, Preston PR4 4XA

Thank you for the warm and cheery welcome you gave my colleagues and me when we inspected your school. We appreciated all the help you gave us and the very interesting conversations we had with you. I know you will be keen to learn the outcomes from the two days.

New Longton All Saints CE Primary is an outstanding school. You get on extremely well together, have lovely manners and take great care of each other. Well done! I think your class councillors and eco warriors do a wonderful job in helping to run the school and taking care of the environment.

Thank you to the pupils who filled in their questionnaire and those who chatted with us. You told us that you are delighted with your school, feel safe and enjoy your lessons. You are keen to learn, work hard and are making outstanding progress. We were especially impressed with the standard of your writing, mathematics and computer work. Those children in the Reception class have a new room and equipment. They are learning well, but, sometimes, spend too long listening to the teacher. Also, their outdoor area is small and does not provide enough space for them to develop all their skills, such as riding trikes or climbing. We have, therefore, asked your teachers to ensure that Reception Year children have more time for independent work and to explore ways of providing a wider range of activities outdoors to make their learning even better.

You can help to keep your school an outstanding one by maintaining your excellent attendance record and keeping up the extremely hard work. Thank you once again for the interesting conversations we had and for letting us share your work and play. Please accept our best wishes for the future. We hope you continue to enjoy your exciting, happy school.

Yours sincerely

Mrs Lynne Read
Lead inspector (on behalf of the inspection team)

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