

Long Lane Church of England Primary School

Inspection report

Unique Reference Number	112846
Local Authority	Derbyshire
Inspection number	378577
Inspection dates	1–2 December 2011
Reporting inspector	Andrew Stafford

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	46
Appropriate authority	The governing body
Chair	Michael Bishop
Headteacher	Suzanne Goodall
Date of previous school inspection	12 September 2006
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Age group	4–11
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Introduction

This inspection was carried out by one additional inspector. Seven lessons taught by three teachers were observed. Meetings were held with members of the governing body, staff and groups of pupils. The school's work was observed, and the inspector looked at data the school has collected on pupils' attainment and progress, the school strategic plan, lesson and curriculum planning, and procedures for keeping pupils safe. The inspector also scrutinised responses to questionnaires returned by 38 parents and carers, and also spoke with a number of parents and carers.

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

- How consistently do boys and girls make progress in English and mathematics?
- How well do teachers use information from assessments to help pupils make progress in their learning?
- How effective are the school leaders' strategies to raise standards?

Information about the school

The school is much smaller than average in size. Children in the Early Years Foundation Stage are taught in a class of mixed-age pupils. There is one other mixed-age class for Key Stage 2 pupils. Pupils come from a wide range of socio-economic circumstances in the surrounding rural and urban areas. Most of the pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is above average, with most of these pupils having either moderate learning difficulties or behavioural, emotional and social difficulties. The school has recently gained a number of awards, including Activemark and the International Schools Award, and has achieved national Healthy 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?

2

The school's capacity for sustained improvement

2

Main findings

Long Lane provides a good education for its pupils. Parents, carers and the community it serves has great confidence in the way it teaches and cares for local children. It is a school in which pupils feel very safe and highly valued because staff know them very well and provide excellent levels of care. Pupils grow into confident and mature young people who achieve outstanding outcomes in a school that gives excellent value for money. Parents and carers describe the school as an 'extended family' and typically, one wrote, 'Long Lane school, under the direction of the headteacher, is a wonderful example of a supportive, creative and dedicated learning environment. My three children have benefited from the staff's skills and wealth of talents.' Pupils take great pride in the wide range of jobs they carry out, such as being members of the effective school council, helping others in their role as mini-leaders at playtimes and acting as buddy readers for those who need extra opportunities. Their consistently outstanding behaviour acts as encouragement for others to contribute to the school's positive ethos. Pupils reflect maturely on their own feelings and those of others, for example through the respect they show for others in the community less fortunate than themselves. This and the eager attitudes to learning are underpinned by outstanding spiritual, moral, social and cultural development.

Since the last inspection the school has improved attendance to be well above average. It has also improved the contribution that pupils make to the school and wider community, and the extent of pupils spiritual, moral, social and cultural development. Both are now outstanding. The school has maintained pupils' excellent behaviour, their good progress and achievement, the good curriculum, and the good quality of teaching and learning. Effective improvement plans and the determined leadership of the headteacher have successfully tackled the changing demands of each year's intake. As a result, attainment is above average and progress and achievement are good. Good achievement is particularly evident in recent Year 6 test results. The headteacher's drive to improve the school is clearly articulated and enthusiastically embraced by staff, especially in literacy and numeracy. The headteacher's very rigorous monitoring of the school's performance provides them with secure and accurate information for self-evaluation. Their subsequent actions have brought about significant improvement. This leadership record shows the school has a good capacity to improve further.

Due to careful assessments teachers and teaching assistants are able to make a valuable contribution to learning through the well-timed use of their expertise in

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supporting those who need help with literacy and numeracy. This is confirmed by reliable school tracking information and the work observed across the school during inspection. It was most evident for pupils with special educational needs and/or disabilities, who have regular individual intervention to tackle their different needs. Good lessons were seen across the school. Occasionally teachers plan work that does not precisely match the needs of different pupils in the class, and in such cases this aspect of teaching is no better than satisfactory. Marking is generally good, regular and up to date. Pupils have infrequent opportunities to reflect on their achievement, so not all of them recognise clearly what it is they need to do to improve the quality of their work.

What does the school need to do to improve further?

- Improve teaching so that the level of challenge and progress in lessons are consistently good, by setting work that closely matches the needs of each pupil and fully stretches them.
- Raise attainment by providing more frequent opportunities for pupils to reflect on their achievements

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

All groups of pupils enjoy learning, including those with special educational needs and/or disabilities, and their achievement is good. The progress of boys in mathematics has accelerated and their performance is consistent with that of the girls. Most children start the Reception year with typical skills for their age. The learning observed in lessons was almost always good and occasionally outstanding. Pupils are keen to learn, try their best and take pride in their work. Their research and planning skills are quickly improving and many are becoming proficient at managing their own learning. Pupils enjoy discussing ideas in small groups and with their classmates, and this is promoting their self-confidence, communication skills and understanding. This was seen when pupils in Years 1 and 2 were enthralled by matching rich adjectives to the examples of wild life they had identified in the school's interesting grounds. Talking with partners and working in groups, pupils were able to select adjectives to accurately describe their chosen insect and animal. They tested out their descriptions on younger children who had to guess the identity of the wild life. This imaginative approach enabled the pupils to establish a richness of language as good preparation for writing poems. However, occasionally pupils find their work either too hard or too easy and this slows their progress. Attainment in English has been consistently above average for some years. The outcomes of pupils' work in art and design, information and communication technology, and science are above national expectations.

Pupils know precisely how to keep themselves and others safe. They are confident that any rare cases of bullying will be quickly resolved by the school. They do their best to eat a healthy diet and benefit from the partnership with a local secondary

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school for enhanced opportunities to take plenty of exercise. Pupils, parents, carers and members of the local community worked together to set up the school garden, and this has led to improvements in pupils’ understanding of sustainability. All pupils take part annually in a joint concert with the parish choir and children visit and sing at a local care home. Tree planting in the National Forest has developed pupils’ appreciation of environmental issues. Pupils collect generously for many charities. Positive attitudes, opportunities to be involved in financial projects, and above average standards in the basic skills mean pupils’ preparation for secondary school and future work is good. Pupils work productively in teams and their links to schools in Romania and India lead them to appreciate different cultures and traditions as a means of counteracting prejudice.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

All lessons are characterised by good relationships between teachers and pupils. Teachers have developed skills that enable them to plan interesting and relevant work that engages pupils well. They are raising their expectations of the effort and progress that pupils need to make. They make good use of resources, such as electronic whiteboards, to develop learning. The impact of this strengthening of teaching was evident in the good progress made by pupils in Year 6 in 2011. In a Year 1/2 lesson perceptive questioning was used by adults to extend pupils’ thinking and encourage the use of more varied vocabulary. However, in lessons that fall below this standard, the work planned is not always pitched at the correct level and progress sometimes slows because the tasks do not offer enough challenge. Good

¹ 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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use is made of assessment information to identify underperformance and to track pupils’ progress towards their targets. It also leads to the provision of support for pupils who are falling behind to help them catch up rapidly.

The good curriculum supports pupils’ academic and personal development well and has led to improved progress in most subjects. Termly cross-curricular topics provide pupils with good opportunities to develop creative skills and their knowledge of the world, and pursue personal interests. Recent changes to the English and mathematics curriculum, to reinforce skills more systematically, have given these subjects greater appeal. The school exploits the rich resources found within its boundaries, in the garden and at local places of interest. This extends opportunities to promote excellence and enjoyment through study of the natural world. Occasionally, the use of worksheets reduces pupils’ opportunities for consistently extending their use of writing. A good range of well-attended clubs and many educational visits, including to the annual Brailsford Ploughing Match and a residential stay at Kingswood, add to pupils’ enjoyment of school and widen their horizons.

The vast majority of parents and carers say that the school is very caring. This is borne out by inspection findings and observed on many occasions throughout the school day. There is compelling evidence of the success of such support for individual pupils’ learning and well-being. Daily contact with parents and carers, either before or after school, establishes confident relationships leading to very effective support, especially for pupils and families whose circumstances may make them vulnerable. Pupils with special educational needs and/or disabilities receive sympathetic support and learning programmes that mean they join in all that the school offers and make equally good progress as their peers. The very good attendance figures over recent years show that the school’s hard work with pupils, parents and carers is proving successful.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders, particularly the headteacher and the Chair of the Governing Body, have worked very successfully to articulate clearly to staff their ambitious targets. Subject leaders take a high level of responsibility for checking standards in their areas and ensuring they are improving. One example of this is teachers’ determination to raise attainment further. The improvement in outcomes for pupils shows there is a clear

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sense of direction, especially through the provision of staff training that has sharpened teachers’ skills. The school’s use of its tracking system to identify pupils making slow progress is helping to improve outcomes, although it does not show leaders clearly how well different groups are learning. Governance is good and the governing body is very supportive of the school. Its members have good understanding of data which means that they are able to challenge the school over its performance and rigorously hold leaders to account. Through links with subjects and staff, the governing body has an up-to-date view of what is happening in the school and this is helping to improve provision. A link governor teaches French to help extend the curriculum.

Challenging homework and the regularity of excellent advice given to parents and carers support children’s education at home especially well. The school has established strong links with a vast range of outside agencies that act as partners to support the curriculum and pupils’ personal development. The school puts its commitment to equal opportunities at the centre of its ethos, and the overwhelming success of its plans to remedy previous gender differences in progress shows that its policies are having an excellent impact. The thorough way that the school carefully checks the progress of all individuals reflects its strong commitment to promoting equal opportunities and tackling discrimination. Safety and safeguarding are given a high priority. The governing body regularly discusses safeguarding to ensure the rigour of its provision. The school makes rigorous checks on the suitability of adults to work with pupils. Child protection procedures are robust, regularly updated and fully meet current requirements.

The school is a happy and harmonious society in which pupils from all backgrounds integrate well. It promotes community cohesion very well in the local area and there are many notable successes. The school provides regular support and advice for parents and carers about how precisely they can help with their children’s education. The school is promoting religious cohesion through the celebration of a range of religious festivals that encourage an understanding of Jewish, Muslim, Sikh and Christian worship. The school supports pupils’ understanding of diversity by developing links with a school in Derby that has pupils from very diverse cultural backgrounds.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1

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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	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Boys and girls make similarly good progress in all areas of learning because teaching is good. Children are well behaved and polite to each other and to adults, and their personal development is good. Parents and carers are happy with the advice they are given about how to help their learning at home. Children are very safe and well cared for in the classrooms and in the very stimulating outdoor learning area.

Teachers’ good planning ensures there is an appropriate balance of adult-led and child-initiated activities which promote good learning. For example, the teacher pointed out important features in a book that stimulated speaking and listening. Children responded and talked about what they saw, for example, ‘Zoe is five’, and ‘she is using her nose to smell’. These activities led seamlessly to the session of learning letters and sounds that incorporated the particularly imaginative use of resources to stimulate learning. Learning became more independent when children dressed to go outside. They excitedly pointed to the pony in the field next door, and spotted ‘Mr. Robin’ on the fence, as they displayed increasing knowledge of the world. Learning was extended well into numeracy in a nursery rhyme counting men going to mow. In another session a group talked about their hand prints in the frost on a picnic table outside. In a clever interruption, the teacher got the children to count along with the church clock striking ten. Children showed their growing appreciation of the world around them, their gaining of independence and their skills of collaboration. Children concentrate well and especially enjoy learning outside in the rich learning environment.

Photographs taken during activities help adults to assess the quality of learning for individual children. Progress is noted by the teacher as part of planning for each individual’s next steps in learning. The training provided for adults who work in the Early Years Foundation Stage is promoting their teaching skills well. Leaders are correctly working hard to fine-tune assessments to make planning more precise so that children’s progress is even better. Opportunities to exploit fully parents’ and carers’ evaluation of their children’s learning at home are not used consistently.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2

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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 of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers returned a questionnaire. Their responses showed they are extremely happy with the quality of education the school provides. Many added positive comments about how much their child enjoys school and how confident they are about their child’s safety. Many parents and carers said they believe the headteacher leads the school well and that teachers are welcoming and approachable. Inspection evidence supports these positive comments.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Long Lane 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 46 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	68	12	32	0	0	0	0
The school keeps my child safe	31	82	7	18	0	0	0	0
The school informs me about my child’s progress	20	53	14	37	2	5	0	0
My child is making enough progress at this school	22	58	14	37	0	0	0	0
The teaching is good at this school	24	63	12	32	0	0	0	0
The school helps me to support my child’s learning	24	63	13	34	0	0	0	0
The school helps my child to have a healthy lifestyle	21	55	15	39	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)	22	58	13	34	0	0	0	0
The school meets my child’s particular needs	22	58	13	34	0	0	0	0
The school deals effectively with unacceptable behaviour	22	58	12	32	1	3	0	0
The school takes account of my suggestions and concerns	24	63	11	29	0	0	0	0
The school is led and managed effectively	26	68	10	26	0	0	0	0
Overall, I am happy with my child’s experience at this school	27	71	11	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).

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.



5 December 2011

Dear Pupils

Inspection of Long Lane Church of England Primary School, Ashbourne, DE6 5BJ

Thank you for being so polite and friendly when I visited your school recently. I enjoyed having the opportunity to talk with some of you, and to see you in lessons and at play. I especially enjoyed hearing you sing so heartily in assembly and seeing the happy breaks and lunchtimes in your wonderful surroundings. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Long Lane is a good school and it is improving. Here are some of the best things about your school.

- Your teachers ensure that you get off to a good start in Reception.
- You told us you enjoy school, feel very safe and secure.
- Your behaviour is excellent.
- You try your very best to eat a healthy diet and take plenty of exercise.
- You have very good relationships with your teachers and you try to work hard for them.
- The curriculum provides you with exciting lessons, clubs and visits, which you enjoy.
- Adults look after you very well and are always ready to help you.
- The headteacher and staff are working hard to make the school get better.

I have asked the school to do two things to help you do even better in your learning:

- make sure teachers always provide you with work that is neither too hard nor too easy, so that you are always challenged to make better progress
- provide you with regular time to consider how well you have learnt, so that you can see clearly how to make your work better.

All of you can help the school by continuing to try your best in lessons, behaving well and supporting your classmates. I wish you all the best in the future.

Yours sincerely

Andrew Stafford
Lead inspector

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