

Long Marston Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121575
Local authority	North Yorkshire
Inspection number	380272
Inspection dates	3–4 July 2012
Lead inspector	Robert Jones

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	48
Appropriate authority	The governing body
Chair	David Gill
Headteacher	Fiona Lawson-Ross
Date of previous school inspection	15 March 2007
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Introduction

Inspection team

Robert Jones

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed seven lessons taught by three teachers of which two were joint observations with the headteacher. Meetings were held with staff, pupils and a member of the governing body. The inspector observed the school's work and looked at a range of documentation, including behaviour and bullying records, documents relating to the school's self-evaluation and safeguarding records. He also listened to pupils reading, looked at the work in pupils' books and examined the tracking systems used to monitor pupils' progress. The inspector considered the 20 questionnaires received from parents and carers as well as others from pupils and staff.

Information about the school

This is a smaller than average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. Fewer pupils than average belong to minority ethnic groups and speak English as an additional language. The proportion of pupils supported at school action plus or with a statement of special educational needs is average. The school meets the current floor standards, which sets the government's minimum expectations for pupils' attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not yet outstanding because while teaching is improving rapidly it has not been of consistently high quality over time to secure outstanding progress in all subjects for the older pupils currently in the school.
- Achievement is good and improving. In English, pupils make outstanding progress. This is because the school has concentrated its efforts on ensuring pupils develop excellent reading and writing skills from an early age. However, at present, pupils do not make as much progress in mathematics as they do in reading and writing.
- Teaching is good. There are examples of outstanding teaching in the school where teachers show exceptional subject knowledge in English. The quality of feedback to pupils is of excellent quality. However, there are some remaining inconsistencies in the quality of teaching that are preventing its quality from rising to outstanding.
- Behaviour and safety are good, with pupils saying they feel safe and secure from the threats of bullying. Pupils have good attitudes to learning and relate very well to each other and to adults, allowing lessons to run safely and smoothly without interruption.
- Leadership and management are good. All staff are committed to improving the school and use assessment information very well to ensure work is matched well to pupils' abilities. Self-evaluation is incisive, and is undertaken accurately by leaders at all levels. High quality performance management of teachers and relevant training for all staff has ensured the quality of teaching has risen significantly over the past two years. While the school has good relationships with parents and carers, they would appreciate further guidance on how they can best support their children's learning at home.

What does the school need to do to improve further?

- Improve the quality of teaching further so that by July 2013 it becomes outstanding by:
 - using success criteria more frequently so that pupils can check their work against them and ensure it is of a consistently high standard
 - giving greater emphasis in all lessons to pupils' handwriting and the presentation of their work
 - establishing consistency in the effective use of information and communication technology across all classrooms.
- Raise achievement in mathematics so that by July 2013 it equals that of English by giving pupils increased opportunities to use their mathematics skills across the curriculum and in real-life situations.
- Improve communication with parents and carers further by October half term 2012 by providing specific, regular information on how parents and carers can best support their children's learning.

Main Report

Achievement of pupils

Parents and carers are overwhelmingly happy with the progress their children are making. The inspection findings endorse these views. Children begin in Reception class with skills and abilities that are typical for their age. They make good progress because there are ample opportunities for children to learn the essential social, mathematical and communication skills across all areas of learning. During the inspection, children enjoyed learning the 'oi' sound and counting confidently the 23 coins they had found hidden in the outdoor area.

In Years 1 and 2, they continue learning phonics (how sounds correspond to letters) systematically and become confident, independent readers by the time they reach the end of Year 2, having reached above average attainment in reading. Despite the mixed-age classes, all abilities of pupils are stretched well as a result of a flexible approach to teaching whereby pupils move classrooms for certain lessons. During the inspection, Year 2 pupils were seen working well alongside Year 4, learning to convert units of length. In other lessons, all of Key Stage 2 is taught together.

All groups of pupils, boys, girls, disabled pupils and those with special educational needs make exceptional progress in reading and writing. This is a result of well-established leadership in English, the headteacher's passion for developing reading systematically across the school and dedicated ERIC (Everybody Reads in Class) time. Pupils' vocabulary is developed at an impressive rate in lessons through excellent opportunities to engage in structured discussions, debates and extended pieces of writing. The library facilities are undergoing substantial development thanks to an army of parent volunteers.

However, older pupils in the school did not develop sufficiently high mathematics skills when they were younger to enable them to now make as much progress as they do in English. A focus on developing 'key instant recall facts' such as times tables, the use of number bonds and the ability to count in twos in Key Stage 1 is now resulting in increased rates of progress in mathematics. However, there are limited structured opportunities for pupils, particularly in Key Stage 2 to use their mathematics skills across the curriculum and in real-life situations. Furthermore, while pupils develop high-order skills in vocabulary, punctuation and sentence construction, the quality of their handwriting and presentation lag behind. By the time pupils reach the end of Year 6, they make overall good progress and their attainment is above average. In reading, however, their attainment is well-above average. Disabled pupils and those who have special educational needs make good progress as a result of early identification and prompt attention to their specific needs.

Quality of teaching

School leaders have given high priority to improving the quality of teaching. This was evident in the high number of lessons observed during the inspection where teaching was outstanding. In the best lessons, the work is matched to pupils' abilities with precision. Teachers know pupils well, and how they learn best so learning is often customised to individual's needs. Teaching assistants give excellent support to disabled pupils and those with special educational needs, while also being very sensitive to their need to become independent. Teachers question pupils so that they must give extended answers. This makes them think deeply and develops their speaking skills well. Opportunities are built into lessons for pupils to debate, work collaboratively and solve problems with minimal input from staff. In one highly effective lesson, pupils debated how to transform a negatively written press release into a positively sounding one. Such collaborative approaches enable pupils to develop their spiritual, moral, social and cultural awareness well.

Where lessons are less effective, success criteria are not always used with precision so that pupils can check their work against them and ensure it is of a consistently high standard. The school is developing its provision for using information and communication technology (ICT) to enhance learning. While some teachers are using the new tools for blogging and the new virtual learning environment well, the effective use of ICT remains inconsistent across all classrooms. There is a good range of well-taught interventions available for disabled pupils and those who have special educational needs. These ensure no pupils fall behind and are regularly monitored to ensure they are having a positive impact on raising achievement. 'Learning logs' are used to ensure pupils know exactly what they need to do to improve their work and so that they can see graphically how much progress they are making over time. Pupils say they find this immensely useful.

Parents and carers are overwhelmingly happy with the quality of teaching and acknowledge that its quality has improved over recent years. The inspection findings endorse these views.

Behaviour and safety of pupils

In lessons, pupils' behaviour is often exemplary. This is because the pace of learning, the way pupils' interests are taken into account when designing activities and the high level of challenge provided to pupils keeps them thoroughly on-task. Pupils show a good understanding of the different kinds of bullying, including that associated with the internet and mobile devices. They say while there is occasional bullying in school, there is always someone to turn to in school should the need arise. The school maintains good records of

behaviour so that any patterns can be analysed and dealt with quickly. In the playground, pupils of different ages play together and relate well to adults. They show good manners and consideration towards each other and to adults. While pupils are highly articulate, they sometimes interrupt each other and have not yet all learned how to listen and respond to each others' views and contributions to discussions to enable behaviour overall to become outstanding. The overwhelming majority of parents and carers say they are happy with the standard of behaviour and that they would recommend the school to others.

Leadership and management

Leaders and managers at all levels show an excellent understanding of how incisive analysis of data can be used effectively to raise achievement. In English, well-established plans over a period of time constantly re-evaluate provision so it is constantly improving. In mathematics, the newly-appointed leader has made a very good start, ensuring there is a consistency of approach to teaching calculation skills. This is having a positive impact in increased rates of progress in Key Stage 1. The management of performance is of high quality. Staff have developed an ethos of sharing their expertise, which has been instrumental in improving the quality of teaching over time. Most staff are highly reflective of their own teaching skills and constantly strive to improve them through the programmes for professional development.

The governing body provide a good level of challenge to school leaders and have ensured that the school fully meets all current safeguarding requirements. Equality of opportunity is promoted well. Tracking systems analyse the performance of all groups of pupils ensuring none falls behind. The result of these improvements is raising attainment and increasing the rates of progress, including the outstanding progress in English. This means that the school is well placed to continue its improvement.

The curriculum is enhanced by a good range of visits and visitors to the school. A residential trip for Key Stage 2 is helping these pupils to develop their team work skills alongside their spiritual, moral, social and cultural awareness. The school has plans in place to introduce the same for younger pupils. During the inspection, pupils had the opportunity to ask questions to a visiting Olympic torch bearer. Such activities bring learning alive and results in pupils enjoying their learning. This enjoyment is reflected in their high attendance rates. An effective curriculum in Key Stage 1 and the Early Years Foundation Stage is helping pupils to bridge the gap between play-based learning and more traditional forms of learning.

Discrimination is tackled decisively through good quality liaison with parents and carers and detailed logs of pupils' behaviour. Parents and carers say they are well informed of the day-to-day running of the school but that they would appreciate guidance on how they can best support their children at home. This issue was investigated during the inspection and concluded that parents and carers receive good quality, regular information on how much progress their children are making. The termly parents' forums provide parents and carers with good information on such matters as school uniform, homework and pupils' learning logs. However, relatively little information is given to parents and carers on how they can contribute to their children's learning.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 July 2012

Dear Pupils

Inspection of Long Marston Church of England Voluntary Controlled Primary School, York, YO26 7LR

Thank you for talking with me when I came to inspect your school recently. I enjoyed immensely listening to you read, and talking with you. You told me how you feel safe in school and that although bullying does sometimes go on, that it is dealt with well. I found that your school provides you with a good standard of education, and that it is improving rapidly. For example, you now make outstanding progress in English.

The quality of teaching is good, but there are always things that can be done to improve, so I have asked your headteacher and staff to do a few things to improve teaching further still. This can be done by providing you with a check list to help you understand what to do to make sure your work is of a very high standard. You can then use this check list without the help of the teacher to check your own and each other's work. I noticed that while you make excellent progress in writing, that your handwriting and general presentation of your work is sometimes a little untidy. I have, therefore asked that teachers remind you about the rules for presenting neatly. Also, that all teachers use ICT, including blogging tools and your virtual learning environment, to make learning even more exciting for you. Since you make more progress in English than in mathematics, I have asked that you are given more opportunities to use your mathematics skills in other subjects and real-life situations. Finally, that the school provides your parents and carers with hints and tips on how they can help you with your studies.

You can help by paying extra attention to your handwriting and presentation and also by listening carefully to each others' contributions when you are in conversation with each other and with adults.

Yours sincerely

Robert Jones
Lead inspector

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