

# Longden CofE Primary School

Plealey Lane, Longden, Shrewsbury, SY5 8EX

**Inspection dates** 12–13 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Section 1.01 Summary of key findings for parents and pupils

### This is a good school.

- The school is well led and managed. The headteacher is an effective leader who has overseen a number of significant improvements since the last inspection, resulting in improved progress and achievement across the school and above-average standards.
- Leaders, managers and governors ensure that teaching and learning are good across the school. Teachers have high expectations of pupils and deliver lessons that help them to learn well.
- Pupils enjoy coming to school and this is clearly reflected in their high levels of attendance. Behaviour is good across the school and is a significant factor in the good and sometimes better progress that is made in most lessons.
- Pupils receive a good variety of exciting activities and experiences throughout the year, through visits, residential stays and visitors to school.
- Children make a good start in the Early Years Foundation Stage because of good teaching and the high quality of care.
- The school accurately evaluates how well it is doing and what needs to be done next.
- The progress made since the last inspection and the enthusiasm of staff and pupils give the school a good capacity for sustained improvement in the future.

### It is not yet an outstanding school because

- In a small minority of lessons, the pace of learning slows after a brisk start.
- Teachers do not always fully ensure pupils of different ages and abilities are challenged sufficiently.

## Information about this inspection

- The inspector observed eight lessons, of which four were joint observations with the headteacher.
- Meetings were held with the Chair and Vice-Chair of the Governing Body, members of staff with curricular responsibility, a representative of the local authority and groups of pupils.
- Account was taken of the 33 responses to the on-line questionnaire (Parent View) in planning the inspection.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

## Inspection team

Clive Lewis, Lead inspector

Additional inspector

## Full report

### Information about this school

- The school is much smaller than most other primary schools.
- There is an on-site pre-school which is not managed by the school's governing body.
- The proportion of pupils known to be eligible for the pupil premium is well below the national average.
- The proportion of pupils from minority ethnic groups is below average and only a very small proportion of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs at school action is above the national average and high in some year groups. The proportion of pupils at school action plus or with a statement of special educational needs is well-above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are taught in four mixed-age classes.

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

- Raise the overall quality and consistency of teaching in the school to outstanding by:
  - planning lessons which are well paced throughout
  - always ensuring appropriate challenge for the range of age and ability groups within each mixed-age class.

## Inspection judgements

### The achievement of pupils is good.

- Attainment on entry to the school varies considerably from year to year but is broadly typical for this age group. The very small year groups and the relatively high proportions of pupils with disabilities and those with special educational needs in some years make comparisons between key stages and year groups less meaningful than in larger schools.
- However, standards achieved in recent years in the Year 6 national tests were above average, and school data and pupils' work seen during the inspection confirm that, in the current Year 6, pupils are achieving above-average standards.
- Children get off to a good start in the Early Years Foundation Stage and make good progress. Planning, provision and resourcing for both the indoor and outdoor curriculum are good and although year groups vary in ability, children usually reach at least expected levels of attainment in all areas of learning on entry to Year 1.
- At the time of inspection, the children in the Reception/Year 1 class had been attending school full time for only one week. They had quickly settled into the classroom routines, clearly enjoying school and playing happily together and individually. Children are working and playing with older children in Year 1 from the time they enter the school and this eases transition to the Key Stage 1 curriculum.
- Pupils across the range of abilities and year groups make good progress and achieve well in both key stages. Attainment in both English and mathematics is above average by Year 6. The quality of learning in lessons and work in pupils' books seen during the inspection confirm their good progress throughout the school.
- Pupils with disabilities and those who have special educational needs make good progress. This is because of the good support provided by class teachers, teaching assistants and outside agencies in ensuring that work is well matched to their needs and that they take small but progressive steps in learning. Pupils eligible for the pupil premium, those from minority ethnic groups and those for whom English is an additional language also make equally good progress compared with that of other pupils.
- Good teaching leads to good progress. In one well taught Year 5/6 numeracy lesson focusing on place value, the teacher set a very good pace, changing activities frequently, which motivated and inspired pupils very effectively so that behaviour was outstanding throughout. As a result, pupils of all abilities clearly enjoyed their work and were keen to learn and make progress. Tasks that were closely matched to pupils' abilities enabled all to make excellent progress.

### The quality of teaching is good.

- Teaching enables pupils of all backgrounds and abilities to learn successfully, make good progress and achieve well. Pupils, parents and carers say that teaching is good and inspection findings endorse this view, although some minor inconsistencies remain across the school.
- Teachers' good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. Strategies for managing the behaviour of pupils are very effective so that lessons are calm and purposeful, and pupils work hard. In most cases, in whole-class activities and in small-group work, carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills

well.

- Pupils are frequently asked to share and explain their thinking to others. This effectively develops their speaking and listening skills and promotes their respect for the views of others.
- Teachers use the curriculum well so that in most lessons and subjects imaginative activities engage and excite pupils' interest. This promotes pupils' confidence and enjoyment in learning as well as their spiritual and cultural development. Teachers encourage pupils to work together collaboratively and to respect one another's views.
- The whole-school assessment and tracking system provides the school with secure data on pupils' progress as they move through the school. This means teachers have a better understanding of how well pupils are doing and the action they should take to support them effectively and help them reach their challenging targets.
- Pupils who need extra help are supported well and those who find learning easy are given more challenging tasks. This helps all pupils to learn successfully. However, in a small minority of lessons, learning and progress were held back because teachers did not ensure that learning was maintained at a good pace throughout the lesson, leading to some lack of focus, and in one lesson, pupils of widely varying age and ability were engaged on the same activity.
- Marking in the core subjects of English and mathematics is regular and typically gives good guidance about how to improve.

### **The behaviour and safety of pupils are good.**

- Behaviour is good and, at times, outstanding, and is a major factor in the good progress pupils make in lessons. The school has an effective system of rewards and sanctions and parents, carers are confident that any poor behaviour is dealt with effectively and promptly.
- Pupils have a good understanding of how to keep safe and are confident that any issues they raise will be dealt with promptly by the school.
- Pupils say they enjoy coming to school and this is demonstrated in their impressive attendance record. Pupils in Year 6 stated that they will be sorry to leave the school in the summer.
- Behaviour is typically good in lessons and around the school. Pupils confirm that behaviour is usually 'really good' and understand that 'the little arguments in the playground aren't really bullying'. They have a firm understanding of bullying of all types. They say learning is fun and they are enthusiastic about their learning and their reading. They understand the need for healthy lifestyles and exercise.
- They have very good relationships with each other and are courteous and polite to visitors. Pupils display high levels of concentration and, when working in pairs or groups, organise themselves swiftly and without fuss. Pupils show respect for the feelings and beliefs of others.
- Pupils have a good range of opportunities to contribute to school and local communities; they willingly take on responsibility and play a constructive role in the school.

### **The leadership and management are good.**

- The headteacher, provides very clear educational direction, based firmly on a rigorous

analysis of pupils' progress, close monitoring and an accurate evaluation of the school's work. Issues from the previous inspection have been tackled successfully.

- Local authority support is helpful to the school. For example, support for literacy and numeracy has been effective in improving the quality of teaching and progress. The school is correctly judged to require only a low level of challenge and support.
- Though some minor inconsistencies remain, strategies to improve the quality of teaching have proved successful in sharing good practice and in achieving a good level of consistency in curriculum planning. All teachers are involved in the termly assessment and tracking of individual pupils' progress in reading, writing and mathematics.
- The good curriculum ensures a suitable balance of interesting activities. There are regular visits to sites linked with current school topics. For example, during the inspection, pupils were preparing for a forthcoming visit to Llandudno with work in their English, mathematics, information and communication technology and geography lessons.
- Good care, guidance and support ensure that all pupils are able to learn and develop confidence, regardless of their individual circumstances. The school promotes equality of opportunity for all its pupils exceptionally well. The curriculum meets the needs of pupils well, including those pupils who are disabled and those with special educational needs. As a result, the promotion of equality of opportunity is good.
- The recent strong and successful focus on literacy and numeracy across subjects, integrated with the highly imaginative creative curriculum, has a positive impact upon pupils' progress, enthusiasm and independence as learners.
- Pupils learn to reflect and appreciate their own skills and the skills of others. This reflective approach, together with collaborative work, is very successful in increasing pupils' confidence and promotes their spiritual, moral, social and cultural development effectively.
- Leaders ensure that equality of opportunity is promoted well in all the school's work and discrimination is tackled effectively. As a result, the school is a happy, harmonious community in which to work and learn.
- The school runs very smoothly on a day-to-day basis. The positive track record of improvement since the last inspection, the school's ambition for continued improvement and the effectiveness of leadership and management all demonstrate that the school has a strong capacity to improve further.

■ **The governance of the school:**

- gives leaders and managers strong support
  - provides effective challenge to the school's professional leaders
  - plays an active part in the school's self-evaluation, monitoring and improvement planning processes
  - ensures that safeguarding procedures meet requirements, policies are regularly reviewed and staff training in child protection is up to date.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123546
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	402174

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire Linford
<b>Headteacher</b>	Chris Tay
<b>Date of previous school inspection</b>	13 July 2010
<b>Telephone number</b>	01743 860480
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