

Longborough Church of England Primary School

School Square, Longborough, Moreton-in-Marsh, GL56 0QD

Inspection dates 29–30 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. This is a significant improvement since the last inspection when it was satisfactory. Pupils' achievement in writing is typically at least good. The systems which enable pupils to see how well they are doing and what they need to learn next (learning ladders) have been a key element in this accelerated progress.
- The quality of teaching has improved. All lessons observed were at least good. A particular strength is the use of skilled teaching assistants to support pupils' learning.
- The way that classes are organised to allow the teaching of English and mathematics in small groups is a strength.
- Pupils' behaviour and safety are outstanding. Pupils are caring and considerate and extremely polite and welcoming. Their care for one another is excellent as is their respect for and appreciation of adults. All say that they feel extremely safe in school.
- Leadership and management are good. All staff and governors play their role effectively and together are responsible for the improvements noted, very ably led by the headteacher.
- The strategies to improve teaching have been particularly effective. Governors have a very clear picture of their roles and responsibilities. They provide support and challenge very well.

It is not yet an outstanding school because

- Although the quality of teaching is consistently good, there is insufficient outstanding teaching.
- Although pupils' achievement in mathematics is good and improving, it is not yet as good as that in reading and particularly writing.

Information about this inspection

- The inspector visited 11 lessons. Three of the observations were carried out jointly with the headteacher.
- The inspector held meetings with leaders and managers, staff, pupils, the Vice-Chair of the Governing Body and a representative of the local authority.
- The inspector met informally with parents and carers at the beginning and end of the school days and analysed the 19 responses to Parent View, the Ofsted on-line survey.
- The inspector observed the school's work, and looked at its self-evaluation, development planning and policies and procedures, particularly those relevant to keeping pupils safe.
- The inspector evaluated the school's information on the progress that pupils are making.

Inspection team

John Eadie, Lead inspector

Additional Inspector

Full report

Information about this school

- Longborough Church of England Primary School is a much smaller than average-sized primary school. There are almost twice as many boys as girls in the school. Pupils are grouped in two classes, one for Reception and Years 1 and 2, and one for Years 3 to 6.
- The school is federated with another small village school and the headteacher shares her time between the two schools. The two schools also share a governing body.
- There are no pupils eligible for the pupil premium or known to be eligible for free school meals.
- There are no pupils from minority ethnic groups and all speak English as their first language.
- The proportion of pupils identified as disabled and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or who have statements of special needs are below average.
- The proportion of pupils who join or leave the school at times other than the usual starting and finishing stages is below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The village pre-school meets in the school, but this is not managed by the school's governing body and is inspected separately.

What does the school need to do to improve further?

- Raise the quality of teaching so that much of it is outstanding by:
 - ensuring that all lessons move a lively pace
 - enabling the use of the current 'learning ladders' in all subjects.
- Improve pupils' progress in mathematics by ensuring that pupils learn and master the skills of number calculations and place value at the earliest opportunity.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress through the school. This progress is particularly good in writing, where, by the time they leave, pupils reach higher standards than in reading and mathematics. Pupils produce sensitive and accurately constructed writing and every opportunity is taken to expand their vocabulary. For instance, younger pupils were encouraged to think of a range of interesting words to describe various types of weather.
- Pupils currently in Year 6 are working at levels above those expected for their age in reading and mathematics and well above in writing.
- Pupils gained average scores in the 2012 national screening in Year 1 for phonics (linking letters and sounds). During the inspection pupils were observed enthusiastically using their good phonics knowledge.
- Pupils are keen readers and standards in reading are above average by the time they leave. Younger pupils are able to apply their phonic knowledge well to enable them to read unfamiliar words.
- Although pupils are making good progress in mathematics, and it is accelerating well, it is not quite so rapid as in reading and writing. This is because they are not mastering the skills of rapid recall of addition and multiplication facts and the knowledge of place value quickly enough.
- Despite the imbalance in most classes and groups between the numbers of boys and girls, they are all doing equally well and the smaller numbers of girls play a full part in lessons.
- Pupils with disabilities and those with special educational needs are making at least good and sometimes better progress. This is because their needs have been carefully analysed and effectively met.
- Children make a good start when they join in the Reception year. Good provision is made for them so that they are enabled to make good progress across all areas of learning. They make particularly good progress in their personal development.

The quality of teaching is good

- All lessons observed during the inspection were at least good and evidence shows that this is typical of the quality of teaching over time.
- A particular strength of teaching is the organisation of classes into smaller groups, so that pupils benefit from teaching that is more focused on their needs, especially in English and mathematics. Especially good practice is the technique, in mathematics, of organising pupils to work at their own level rather than trying to teach the whole class at the same time.
- A further strength is the way that teachers and teaching assistants use questioning to extend learning and encourage pupils to think for themselves. Pupils are also given good independence in their learning, for example one class was observed being told by the teacher to record work in whatever way the pupils thought best.
- Teaching assistants are skilled and play a key role in aiding learning, particularly, but not exclusively, for pupils with disabilities and those with special educational needs.
- Pupils say that the learning ladders, which were introduced in September, help them know how well they are doing and what they need to learn next. This was confirmed by parents, who said such things as, 'Our child has a good understanding of what is expected of her through the use of learning ladders and we are also fully aware of her levels through these systems.' However, these learning ladders are not easily available in other subjects. For instance, two science lessons were observed where pupils were using their literacy skills, but the literacy learning ladders were not available for them to monitor their own learning.
- The element of lessons which most frequently prevented them from being outstanding was a lack of pace at times. For instance, there were times when an activity carried on for rather too

long without having fresh impetus with a new stimulus. There were also occasional times when it took a little while for pupils to get started on their tasks.

- Relationships are very strong and this leads to pupils wanting to do their best.
- Marking is effective and pupils say that it helps them to know how to improve their work.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. Pupils, and their parents and carers, say that they feel exceptionally safe in school.
- They are particularly caring and thoughtful, saying that 'we are all friends' and 'we all get on together'. This was confirmed by a parent who said, 'Older children are encouraged to help younger ones, which is carried out onto the playground.'
- Lovely examples were observed of pupils making every effort to include in their learning and play others who have difficulties.
- A further strength in this aspect is pupils' attitudes to their work. Pupils are keen and enthusiastic, much of this because, as they say, 'lessons are interesting and often fun'.
- Pupils are very well aware of different types of bullying, explaining carefully how to avoid cyber bullying for example. They say that bullying is very rare and exceptionally well dealt with if it occurs. This view is shared by parents and carers, who were unanimous in this view.
- Rates of attendance have been improving over the years and are now above average. Persistent absenteeism and punctuality are not a problem.

The leadership and management are good

- There is a strong sense of teamwork in the school and this is shared by all staff and governors and is very ably led by the headteacher. The shared drive for improvements has been successful.
- A noteworthy improvement has been in the quality of teaching, which was satisfactory at the time of the last inspection two years ago. This has been due to thorough monitoring and support and opportunities to share good practice.
- Successful initiatives, which have led to the improvements noted, have also included the setting up of the learning ladders and the organisation of teaching groups. Both of these have increased the pace of pupils' progress.
- Good systems are in place for the gathering and analysis of data. Teachers are expected to monitor the progress of pupils in their classes and they are therefore able to suggest to leaders that extra support be put in place for pupils who might be in danger of falling behind.
- Excellent links have been forged with parents and carers, who were extremely positive about all aspects of the school. The services of a parent support worker have been employed to support those families facing temporary or more long-term difficulties.
- The school benefits from its federation with Swell Church of England Primary School, as this enables expertise to be shared. Valuable links have also been made with a group of local small schools and benefits have also accrued. For example, the group has produced a comprehensive guide to supporting leaders and governors in monitoring the quality of teaching.
- There are also strong links with the village community, particularly the church. The village pub has started to serve the pupils a lunch once a week as there are very limited facilities on site for the children to enjoy a cooked lunch. The shepherd's pie on one of the inspection days was much enjoyed by the pupils, almost all of whom had elected to have the lunch.
- A strength of the curriculum that the school has developed is the way that literacy and numeracy skills are planned to be practised in other subjects. This has been another driver in the improvements in pupils' progress.
- Pupils' spiritual, moral, social and cultural development is very well catered for. Pupils are developing into thoughtful and reflective young people, who are keenly aware of their place in

society and their consequent responsibilities.

- Safeguarding procedures are thorough and pupils are kept safe.
- The school sees equality of opportunity as a high priority and discrimination is tackled well.
- The local authority support in driving improvements has been much appreciated and valued by the school.
- The improvements since the last inspection, alongside the shared determination of all staff and governors, indicate that the school is well placed to continue to improve.
- **The governance of the school:**
 - Governors are regular visitors to school and have a very good awareness of its strengths and areas for development. They have particularly good knowledge of their roles and responsibilities and support the headteacher very well. Their detailed knowledge of the school also enables them to challenge well. They are well aware of the quality of teaching and the performance management procedures through which improvements have been achieved and set the salary structure accordingly. They are also well aware of the data on pupils' performance.

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

Unique reference number	115632
Local authority	Gloucestershire
Inspection number	405593

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	44
Appropriate authority	The governing body
Chair	Graham Doswell
Headteacher	Clare Fisher
Date of previous school inspection	23–24 March 2011
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