

Longstone CofE Primary School

The Cross, Great Longstone, Bakewell, DE45 1TZ

Inspection dates 6–7 November 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher has provided clear and determined leadership that has resulted in significant improvements to the quality of teaching and learning since the last inspection.
- The enthusiastic subject leaders share the headteacher’s vision and commitment. They check information on teaching and learning robustly and support other staff in putting improvements in place.
- Pupils behave well. They are polite and courteous to visitors and show respect to teachers and other children.
- From starting points that are broadly in line with expectations, pupils achieve well in all areas of the curriculum. They make good progress throughout school, reaching standards that are above average in reading, writing and mathematics.
- All groups of pupils achieve well, including those eligible for the pupil premium, disabled pupils and those with special educational needs.
- Teaching is good with some that is outstanding. Teachers link together subject areas extremely well to make lessons meaningful and relevant to pupils.
- Attendance is above average. Pupils enjoy coming to school and feel safe there.
- Pupils’ spiritual, moral, social and cultural awareness is developed very well. Pupils enjoy taking part in music and show great empathy and sensitivity to the world around them.

It is not yet an outstanding school because

- Although both boys and girls perform well compared to national outcomes, there is a gap between boys’ and girls’ attainment, particularly in English.
- Teachers do not consistently ensure all pupils receive regular opportunities to discuss the work of their classmates or that, when they do, their comments are accurate.

Information about this inspection

- The inspector observed 11 lessons or parts of lessons of which five were jointly observed with the headteacher.
- She heard pupils from Year 1 read and discussed pupils' reading in other year groups during lessons.
- The inspector looked at books during lessons and conducted a work scrutiny of pupils' work from Reception to Year 6 with the headteacher.
- The inspector took account of 30 responses to the online questionnaire Parent View and the school's own survey of parental opinion. She also spoke informally with parents at the beginning of the school day and received three written responses.
- The views of teaching and non-teaching staff expressed in 19 responses to the staff questionnaire were considered.
- A range of documentation was examined including information about pupils' progress and attendance, school self-evaluation and improvement plans, records of monitoring activities undertaken by the head and subject leaders, the central record of checks on staff and safeguarding information.
- The inspector met with representatives of the governing body and held meetings with subject leaders, a group of pupils and a representative of the local authority.

Inspection team

Christine Merrick, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils are of White British origin and almost all have English as their first language.
- A very small minority of pupils are eligible for the pupil premium. This is additional government funding for specific pupils, such as those eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or who have a statement of special educational needs is below average.
- Children are taught in five mixed-age classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the proportion of outstanding teaching by:
 - ensuring lessons always sustain pupils' interest and attention
 - developing pupils' capacity to discuss each other's ideas in a meaningful way during classroom discussions
 - making sure that when pupils check each other's work, they do so accurately
 - sharing the best examples of teaching, where these skills are developed well, with other teachers across the school.
- Narrow the gap between boys and girls in English by:
 - providing more opportunities for pupils to undertake extended pieces of writing
 - encouraging boys to take advantage of the wider range of books in the new library, and sharing those that capture their interest and imagination with others.

Inspection judgements

The achievement of pupils

is good

- Attainment on entry to Reception varies from year to year. It is typical of what is generally found in children of this age with some aspects being stronger than usual, such as technology, whilst others, such as writing, are a little weaker.
- Children settle quickly in Reception because the transition into school is very well managed. They make good progress and at the end of the year they all have the skills and knowledge they need in order to benefit from the Key Stage 1 curriculum.
- In 2012 the proportion of pupils who achieved the expected level in the check on phonics (the sounds that letters make) was well below the national percentage. The school has introduced a more rigorous and systematic approach to teaching phonics and in 2013 the proportion reaching the required standard more than doubled. Pupils are now able to use these skills well when they are in the early stages of reading and writing.
- At the end of Key Stage 1 pupils continue to make steady progress and they are often above average in reading, writing and mathematics at the end of Year 2.
- The school's information shows that pupils make rapid progress in every year group. At the end of Year 6, the majority reach the higher levels of attainment in both reading and mathematics and many are up to a year ahead of expectations. Slightly fewer reach this level in writing. Previous gaps between boys and girls achievement have now been closed.
- More able pupils achieve well because they are given activities that stretch their capabilities. The proportion of pupils reaching levels that are well above average is increasing, particularly in mathematics.
- By the end of Year 6 pupils can read a range of material confidently and accurately. For instance, pupils said that they enjoy autobiographies, adventure stories and comedies. They use this knowledge when making decisions about their own writing. Levels of reading have improved because pupils read widely and often and the school has invested in new library facilities to support them.
- Pupils make good progress in a wide range of subjects because the school values and celebrates success in all areas of the curriculum. The enthusiasm and commitment of specialist teachers in areas such as music and physical education are contagious. Class teachers build on this so that pupils become confident, well rounded, individuals who are proud of their achievement in school.
- Disabled pupils and those who have special educational needs make good progress. This is because teachers understand each pupil's individual needs well and make sure that these are met. Work is well matched to their needs and support in lessons is good.
- Pupils for whom the school receives pupil premium funding achieve well and their attainment levels match those of other pupils in the school in both English and mathematics. Additional support in Year 6, 1-to-1 tuition, extra reading sessions across school and upgraded computer access, all contribute to the success of this group of pupils.

The quality of teaching is good

- Teaching is good and some is outstanding. Teachers know their subjects thoroughly and communicate their enthusiasm to the pupils extremely well so that attitudes to learning are good. Parents who responded to the questionnaire also agreed that teaching is good. One parent commented, 'The quality of teaching is creative and imaginative but importantly, well considered and thorough.'
- Teaching in the Early Years Foundation Stage has significantly improved since the last inspection. Resources and equipment are arranged so that children can access them independently and there is a good mix of play-based and child and teacher-led activities. The outdoor area has been transformed in the last year.
- Teachers have consistently high expectations of pupils. This is evident in all lessons whether these are to do with graphs in Years 5/6, music for Years 3 /4 or physical education lessons with the Year 4/5 classes. It was particularly noticeable with Years 1 /2 pupils working on the poem 'In Flanders Fields', where the response to the language and imagery was extremely mature.
- Other adults such as teaching assistants work closely with teachers so that work is well matched to the needs of all pupils including those who are disabled or have special educational needs. Consequently, these pupils gain in confidence and persevere when stuck. Teachers check progress regularly and plan future learning carefully based on the information that they gain. During lessons they pick up misconceptions quickly and respond by providing timely interventions or adapting teaching.
- Relationships are very positive. The atmosphere in the classrooms is calm and purposeful and classrooms are well organised so that so that lessons run smoothly and no time is lost.
- Reading, writing and mathematics are taught effectively and teachers successfully integrate these subjects into all areas of the curriculum. Parents, governors and members of the community also provide much valued support.
- Teachers usually use questions well to probe individual children's understanding and they encourage pupils to work together to check work. However, teachers do not always take enough opportunities to develop whole class discussions so that pupils can provide critical feedback to each other or ensure that, when pupils check each other's work they do this accurately.

The behaviour and safety of pupils are good

- Pupils' behaviour is generally good, whether they are moving around the school, playing outside or walking through the village to go to church. They have good manners and are respectful. They show care and concern for others. For instance an older child accompanied a small child around the playground until he had someone to play with and was happy to leave her.
- In classrooms, pupils' behaviour is sometimes outstanding. They work diligently, try their best and help each other to succeed. Teachers are able to trust pupils to work together independently because they respond instantly to instructions and routines are well rehearsed. Pupils are positive, enthusiastic and engaged.
- Attendance is above average because pupils enjoy school. They enjoy the friendships they make and the community they are part of. Whether playing tag rugby, taking part in musical activities or solving mathematical investigations pupils apply themselves equally conscientiously.

- Pupils reported that bullying is extremely rare. One child said that “It never happens here”. They trust that adults will deal with any problems that arise fairly and effectively. They feel extremely safe in school and understand how to keep themselves safe and how to deal with issues such as e-safety and cyber-bullying.
- Pupils understand the need for tolerance and equity. They are able to talk confidently about other religions and have a thoughtful approach to similarities and differences between people’s lives.
- Behaviour is not outstanding because, when work does not sustain their interest and attention effectively, then pupils do not apply themselves to their work as well as they usually do.

The leadership and management are good

- The headteacher and governors have brought about significant improvements to the school since the last inspection. The staff team has been reinvigorated and further improvements to the physical environment have been made, which include a new library and a light and open Foundation Stage area with access to good quality outdoor provision.
- Leaders have high expectations of their staff. Rigorous systems have been put in place to check the quality of teaching and learning. These are having a very positive impact on the quality of activities offered to pupils. Subject leaders lead their areas of responsibility confidently and oversee teaching and learning well. Senior staff follow up any advice provided to teachers during the process and staff value the support they are given to continually improve. They are proud to be part of the school.
- Pupils are provided with curriculum opportunities that are motivating and exciting. Music and sport are particularly strong. Whole school topics provide interesting contexts for learning. Events such as ‘Wild week’, the ‘Take a picture’ art projects and a range of clubs including orchestra, cheerleading and ‘Greenfingers’, add to the rich and varied opportunities for pupils.
- Plans are in place to use the additional funding for physical education to provide midday supervisors with training in ‘Active play’ and employ a play leader for physical activity during lunchtimes, as well as funding further opportunities for more pupils to take part in team competitions.
- The local authority has provided good support to the school, particularly in the development of the outside area in the Early Years Foundation Stage. Officers have also provided appropriate support to teachers in the early stages of their career.
- Leadership and management are not yet outstanding because although policies covering areas such marking have been developed to ensure consistency across the school, the full impact of these is still to be seen.
- **The governance of the school:**
 - Governors have a good range of skills. They know the school well because they visit regularly, meet with staff and provide voluntary support in school. They receive good information from the headteacher relating to the quality of teaching and learning and achievement and can interpret this well. They understand the importance of relating the management of teachers’ performance to their pay. They have made sure that they have accessed appropriate training to enable them fulfil their duties well. They share the headteacher’s desire for the school to

become outstanding and they are able to challenge and support the school equally well. They make sure that all safe guarding procedures are in place across the school.

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	112887
Local authority	Derbyshire
Inspection number	424983

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	137
Appropriate authority	The governing body
Chair	Donna Doherty
Headteacher	Gemma Harvey
Date of previous school inspection	18 October 2011
Telephone number	01629 640377
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