

Longthorpe Primary School

Bradwell Road, Longthorpe, Peterborough, PE3 9QW

Inspection dates 3–4 December 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Children get a good start in the Reception classes. They enjoy a good range of activities that are well planned to develop their skills, both indoors and outside.
- Pupils make good progress in reading, writing and especially mathematics. Many older pupils are working at a level higher than that expected for their age.
- Teaching is typically at least good and some is outstanding. Lessons are interesting and exciting, so pupils are fully involved and very keen to learn.
- Teachers ask questions in different ways to develop pupils' understanding and help them to think more deeply about what they are learning.
- Pupils have plenty of opportunities to take part in sporting activities, both in lessons and through clubs, to promote their physical well-being.
- Behaviour is good and pupils show respect to adults and to each other. They understand how to stay safe in different situations and say they feel safe in school.
- Leaders and managers understand clearly how to improve the school, and have shown a good ability to raise the quality of teaching and learning.
- The governors are very supportive, but also challenge leaders about how well pupils are doing through discussions during meetings.
- The pupils' particularly good spiritual, moral social and cultural education underpins all the school does.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Just occasionally, the work in lessons is too easy for some more-able pupils.
- Some subject leaders are new to the role and have not yet fully developed the skills needed to drive improvement in their areas.
- Leaders track pupils' progress but do not check it often enough to be sure of quickly identifying any pupils in danger of falling behind.
- While governors visit the school regularly to check how well it is doing, the visits are not reported to the rest of the governing body.

Information about this inspection

- The inspectors observed 25 lessons or parts of lessons, eight of which were seen together with the headteacher or deputy headteacher.
- Meetings were held with the headteacher, other staff, three groups of pupils, the Chair of the Governing Body and four other governors, and a representative of the local authority.
- Informal discussions were held with parents and carers.
- The inspectors took account of the 30 responses to the online questionnaire (Parent View), the school's own parent questionnaires and 24 completed staff questionnaires.
- The inspectors observed the school's work and reviewed a range of documentation including the school's checks on its performance, its analysis and tracking of pupils' progress, records of behaviour and safety, school improvement plans, records relating to classroom observations and the management of staff performance, safeguarding arrangements and records of meetings of the governing body.
- They also looked at pupils' work, listened to pupils read and checked information on pupils' attendance.

Inspection team

Susan Hughes, Lead inspector	Additional Inspector
Matthew Klimcke	Additional Inspector
John Greevy	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for certain groups such as pupils who are known to be eligible for free school meals, have a parent in the armed forces or are in local authority care, is below average.
- The proportions of pupils from ethnic minority groups and those who speak English as an additional language are above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus, or with a statement of special educational needs, is below average.
- The leaders responsible for Reception children and mathematics both took up post in September 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Make more teaching outstanding by ensuring that:
 - work in lessons is always well matched to pupils' abilities, especially for those who are more able
 - marking in all books gives pupils clear guidance on how they can improve their work
 - pupils are routinely given the opportunity to respond to this guidance.
- Strengthen the impact of leadership and management by ensuring that:
 - pupils' progress is checked more frequently so that any pupils in danger of falling behind are quickly identified and helped to keep up
 - all leaders have the opportunity to develop the skills they need to check progress and drive improvement in the areas they lead
 - individual governors' visits are routinely reported to the rest of the governing body, so it has even more information about the school's performance.

Inspection judgements

The achievement of pupils is good

- Although there is some variation from each year, children typically start school with skills below those expected for their age. They make good progress in the Reception classes because activities are well planned to develop a wide range of skills. Pupils start in Key Stage 1 with skills much closer to those expected for their age.
- Good progress continues through Key Stage 1. Standards at the end of the key stage are rising year on year, and were above average in mathematics last year. Pupils make good progress in reading and the results of the most recent Year 1 national screening check on how well pupils know phonics (the sounds that letters represent in words) were above average. During the inspection pupils showed that they could use these skills to read unfamiliar words and told inspectors that they enjoyed reading.
- The 2013 Year 6 test results dipped towards average because the attainment of a small number of pupils was not as high as it should have been, and they had not made as much progress since the end of Key Stage 1, particularly in reading. However, good progress during their final year narrowed the gap that had developed between their attainment and that of others. Pupils in the other year groups throughout the school made good progress.
- Standards were lower in English than mathematics in Year 6 in 2013, but they are currently well above average in both subjects. Standards are now above average in English throughout Key Stage 2 and, as a result of particularly good progress year on year, well above average in mathematics.
- Pupils for whom the school receives the pupil premium make good progress in English and mathematics. The proportion of eligible pupils has increased over recent years and the school meets their changing needs well. Their attainment is currently on average one to one-and-a-half terms behind other pupils but the good progress they are making is narrowing that gap. The funding is used for small group and individual support where needed, and also to ensure that pupils are able to participate in clubs and trips.
- Pupils who speak English as an additional language make good progress because all teachers focus specifically on developing language skills and extending vocabulary. As they move through the school, pupils' language skills progress well.
- Disabled pupils and those who have special educational needs make good progress. A wide range of support is available to them within lessons, and in small groups or individual help out of the classroom. For example, working with sensory equipment before school helps some pupils with specific needs to prepare for the day's learning.
- Pupils make good progress in physical education. Their skills are developed through good use of specialist sports coaches and well-taught lessons. A wide range of sports clubs and choices of activities during 'Privilege' time give pupils extra opportunities to develop their skills and physical well-being.

The quality of teaching is good

- Teaching is good and some is outstanding. Lessons are well planned, and good pace keeps pupils interested in their learning. Teachers use carefully crafted questions to make sure pupils

understand their learning and to deepen their thinking. For example, when Year 5 pupils were sharing biscuit design ideas, the teacher used one pupil's answer to engage others in developing it and to extend their own learning.

- Teachers show that they have high expectations of what pupils can do. They use high-level vocabulary to help pupils develop their own vocabulary and learning. For example, pupils in Year 2 were writing their own version of the poem *The Magic Box*. Encouraged by excellent modelling by the teacher, they were able to include abstract concepts such as 'a tiny baby's cry' in their poem. They discussed the structure of their poems and how this could be improved.
- Pupils who receive help from the pupil premium, disabled pupils and those who have special educational needs are all well supported. They receive a good balance of small-group and whole-class teaching where the tasks are well matched to their specific needs. Additional adults in the classroom are well briefed and provide sensitive and appropriate support whilst encouraging pupils' independence.
- Pupils have extremely positive attitudes to learning. They are keen to share their work and are proud of what they have done. Most pupils have a good understanding of how they can improve and teachers provide plenty of support strategies for pupils to check the quality of their own work.
- Some marking in books gives pupils clear guidance as to how they can improve. However, this is not done consistently across all classes and subjects. Where teaching is outstanding, pupils are given the opportunity to respond to guidance. But again, this is not consistent in all classes.
- In most lessons work is well matched to different abilities. More-able pupils are given additional challenges, but occasionally these are still too easy and they do not make as much progress as they could.

The behaviour and safety of pupils are good

- Pupils behave well and show respect to adults and each other. They share equipment well and are quick to offer help to each other in lessons without any prompting from an adult.
- They say that the 'Privilege' system works well. Anyone who finds good behaviour difficult is encouraged to try hard so that they can take part in the exciting activities provided during Privilege time.
- Pupils have a very good understanding of what bullying is. Some have led anti-bullying assemblies and pupils could talk about different forms it takes such as physical, verbal, racist and cyber bullying. They say the rare incidents of bullying in the school are always dealt with well.
- Pupils know how to stay safe in different situations. They spoke about visitors who taught them about road, fire and cycle safety. Posters and signs around the school provide helpful reminders on how to stay safe out of school, and all pupils spoken to during the inspection understand about safe internet use.
- Pupils readily take on responsibilities throughout the school. Representatives of the Eco council switch off lights and raise awareness of how to save resources. Other pupils look after the school rabbits or take on jobs within their classroom. They take these roles seriously and feel that they are being helpful to the teachers and to the school.

- Behaviour in lessons is good. Pupils are enthusiastic about their learning and are usually engrossed in what they are doing. Occasionally, if the tasks are not accurately matched to pupils' abilities groups lose concentration and chat about other things, but disruptions are rare.

The leadership and management are good

- The strong leadership by the headteacher and senior leaders is evident in the good progress, standards and quality teaching in the school. While some leaders are new to their roles and have not yet had the opportunity to develop the skills they need to drive improvement, they are being supported well by established members of the team.
- Senior leaders check progress regularly and identify groups of pupils who may be falling behind and would benefit from additional support. The impact of the support is then measured to make sure it is working. More frequent checks on progress could identify these pupils earlier so that they can be helped sooner.
- The appraisal system for checking teachers' performance, introduced last year, contributes to the good teaching. Leaders' judgements are based directly on how much progress their pupils make and how well teachers fulfil their different roles in the school. Individual targets are used by senior leaders and the governing body to measure whether pay rises and promotion are justified by results. Teachers say they have good training opportunities to develop and refine their skills.
- The curriculum is planned well to meet the needs of all pupils, including those who are disabled or who have special educational needs and the most able. It is taught through themes, which link subjects together and include a range of practical experiences to enthuse pupils and make them keen to learn. The school rigorously promotes equality of opportunity, tackles discrimination and works hard to ensure that all pupils achieve well.
- Physical education is taught well and the school employs specialist coaches to assure the development of skills for both pupils and teachers. Close working with the local sports partnership widens pupils' opportunities and supports staff in developing their subject knowledge.
- Pupils' spiritual, moral, social and cultural education is particularly good. Many pupils play musical instruments to a high level and the school choir works closely with the town choir. Younger pupils sing at the local hospice and pupils raise money for this on a regular basis. Good links with the local church, mosques and gurdwara help develop pupils' spiritual awareness, and a wide range of festivals from different religions represented in the school are celebrated.
- The local authority has accurately identified the school's strengths and so provides minimal support. The school accesses general local authority training and works well with other local schools to develop training and support for staff and pupils.
- **The governance of the school:**
 - Governors are very supportive and understand the school's strengths and areas where it could improve. They know how the system for appraising and setting targets for teachers contributes to the quality of teaching. Governing body meeting records show that they discuss in depth how well the school is doing, holding senior leaders accountable for continued improvement. Individual governors visit the school regularly to see for themselves how well teachers and pupils are performing, but do not formally report their findings in writing to the

rest of the governing body to keep them informed. Governors are clear about how the pupil premium funding is spent and regularly check that all eligible pupils are benefiting from it, either through additional support in lesson or financial support for clubs and trips. They are less clear about how the new primary sports funding will be spent. Governors have made sure that national requirements for safeguarding and child protection are fully met.

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	110736
Local authority	Peterborough
Inspection number	427807

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	The governing body
Chair	Adrian Kirby
Headteacher	Brian White
Date of previous school inspection	17 January 2005
Telephone number	01733 265959
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