

# Longlevens Infant School

Paygrove Lane, Longlevens, Gloucester, GL2 0AX

**Inspection dates** 27–28 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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

## Summary of key findings for parents and pupils

### This is a good school.

- Attainment by the end of Year 2 is above average in reading, writing and mathematics. All groups of pupils make good progress from their different starting points.
- Pupils are taught effectively and as a result they achieve well. There is a positive climate for learning in all classes and high quality displays around the school, especially in art.
- Activities provided promote good learning. Teachers have a clear understanding of pupils' needs from discussion and marking. They plan lessons well.
- Pupils are helped to develop their ideas and extend their vocabulary well through discussion and questioning.
- Pupils' behaviour is good and nearly all persevere well with tasks and have good attitudes to learning.
- Pupils have a good understanding about keeping themselves safe and they feel safe at school. Parents comment very favourably about the level of care provided.
- Good leadership and management have ensured that teaching and pupils' achievement have remained good since the previous inspection.
- Strong teamwork and sharp analysis of data mean that leaders know what to do to tackle weaknesses and are securely placed to improve further.
- Governors bring a wide range of expertise to strengthen school leadership. They challenge leaders and hold them to account for improving the quality of teaching and pupils' achievement.

### It is not yet an outstanding school because

- Pupils occasionally do not do their best work because some teachers do not move them on quickly enough in their learning when they are ready to do so.
- Writing skills are not always developed as well as they should be, especially for boys; for example, by looking at examples of high quality writing to promote better progress.

## Information about this inspection

- Inspectors observed 19 lessons including some joint observations with the headteacher and senior staff. They also scrutinised samples of pupils' work and heard children read.
- Inspectors held meetings with school staff, members of the governing body and groups of pupils. An inspector discussed the support provided by the local authority with a representative.
- Inspectors took account of the 84 responses to the online questionnaire, Parent View. Inspectors also gathered parents' and carers' views through informal conversations and letters sent to the inspection team, and the views of staff through discussions and 38 questionnaire responses.
- Inspectors looked at documents, including improvement plans, safeguarding documents, checks on the quality of teaching, records relating to attendance, and the school's data on pupils' attainment and progress.

## Inspection team

Peter Clifton, Lead inspector

Additional Inspector

Helen Owen

Additional Inspector

Linda Rowley

Additional Inspector

## Full report

### Information about this school

- Longlevens Infant School is a larger than average-sized school.
- The pupils are taught in 12 classes.
- Most pupils are of White British heritage; the next biggest group is pupils of Indian heritage.
- The proportion of disabled pupils and those with special educational needs supported by school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils supported by the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and other groups, is below average. Currently, the school has pupils in all of these groups.
- Several teachers are new to the school.

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

- Raise the quality of teaching to outstanding so that it enables all pupils to maximise their achievement by:
  - making sure that all teachers use time effectively to get the most out of every pupil in their class in every lesson
  - ensuring that writing skills are developed as well as they can be, especially for boys, by using examples of high quality writing to promote better improvement and progress.

## Inspection judgements

### The achievement of pupils is good

- Children start school with knowledge, skills and understanding that are broadly in line with those expected for their age. In 2013, the proportion of children reaching a good level of development by the end of Reception exceeded the national average; this indicates good achievement. The school's records show that different groups of children make good progress.
- Pupils' above average attainment for the past three years indicates that they achieve well. In 2013, pupils' attainment in reading and mathematics was stronger than it was in writing. Girls' attainment in writing was higher than that of boys.
- Pupils are well prepared for their next school. Inspectors verified that teachers assess the levels of pupils' work accurately. School records show that pupils who are currently in Year 2 are on track to attain at least similar results to those in 2013 and to reach above average standards. The gap in attainment in writing between boys and girls is closing.
- The school teaches phonics well (the sounds letters make) to help the pupils with their reading and writing. In 2013, the proportion of pupils achieving the expected standard in the phonics screening check exceeded the national level; an improvement from 2012.
- More-able pupils make good progress. The proportion of pupils who reach the higher National Curriculum Level 3 by the end of Year 2 is above average in reading and mathematics and average in writing. Pupils' current writing in Year 2 is on track to be better. Disabled pupils and those who have special educational needs make progress which is broadly similar to their classmates. Pupils of Indian heritage achieve well.
- The results in 2012 for pupils known to be eligible for the pupil premium showed gaps in their performance in reading, writing and mathematics when compared with other pupils; they did not make as much progress. The school's results in 2013 indicate that these gaps have been reduced to be similar in writing and mathematics and less than a term behind in reading. These pupils are currently making at least as good progress as other groups.
- Learning observed during the inspection and the samples of work showed that pupils of different abilities make good progress. Progress in writing, especially of boys, is not always as strong as it should be.

### The quality of teaching is good

- Teaching across the school is good and promotes good progress. Effective lesson planning gives pupils opportunities to achieve equally well.
- Pupils enjoy learning in lessons because they are inspired and motivated by the many interesting activities. High quality displays around the school include much art and design and technology work. The pupils take a keen interest, for example, in finding out about different birds' eggs.
- Lessons are challenging for most pupils and most teachers expect much of their pupils both in terms of work rate and in the amount of thought and effort they get out of pupils.
- This is not always the case and sometimes pupils' progress slows when teachers do not expect them to do enough in the time available, for example when they finish and are not given extra more challenging work.
- There are good examples of marking in all classes which commend good work but also show pupils what they have to do to improve their work and gain the higher levels. Teachers make sure that pupils follow up this advice by applying it and showing their teachers that they have understood.
- Pupils are well prepared for learning at the start of lessons. Teachers are mindful of the different abilities of pupils, and set work at different levels of difficulty to ensure pupils at different stages of learning are appropriately challenged.
- In Reception, there are many opportunities for children to develop their writing skills. Staff

regularly review how well the children are doing in order to ensure that activities meet the children's ongoing learning needs.

- Teaching assistants successfully provide support for different groups of pupils, including disabled pupils and those who have special educational needs, for example, to help with basic writing, counting and division.

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

- Pupils' behaviour is good. Across the school, staff use pupils' positive attitudes to help promote good achievement.
- A good start is made in Reception because the children respond well to teachers' expectations and routines; children choose activities confidently and respect the equipment.
- Attendance is above the national average and very few pupils are persistently absent. Pupils come to school punctually, ready to enjoy learning.
- Pupils understand the school behaviour policy, which is implemented by all staff. Logs are kept of any misdemeanours. These logs show a very small number of minor issues such as rudeness, which are fully attended to.
- Pupils get on well together. They are eager to please. They know that discrimination is wrong and they do not see that those from other backgrounds are any different.
- The school's work to keep pupils safe and secure is good. Pupils understand about keeping themselves safe, for example when using the internet. They have learned about road safety and know the possible dangers of drugs and medicines.
- The responses of parents and carers and staff to their respective surveys show that they think pupils' behaviour and safety are strengths of the school. Many parents and carers spoken to at the end of the school day commented positively about the school and had no concerns whatsoever.
- Behaviour is not outstanding because there are occasions in lessons when the concentration of some pupils lapses and they do not do enough. A few boys, in particular, occasionally avoid work.

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

- Leaders have ensured that pupils' good achievement has been maintained and they demonstrate a strong capacity to improve further. They have the confidence of parents and carers who would recommend this school to others and comment, for example, that they 'couldn't be happier with the school'. Current planning for improvement focuses on the right issues.
- Good teamwork is evident; for example, in the way staff plan activities and work together. Staff, including those who are new to the school, comment that they get all the support they need, including teaching together so that they learn from each other. Middle leaders, including in the Early Years Foundation Stage, are knowledgeable about what they need to do to improve their areas of responsibility and support other staff strongly.
- Additional pupil premium funding has been used to boost pupils' basic skills in reading and writing and to support access to activities outside of the school day, including sport. Attainment gaps are being closed and progress is strengthening for this group of pupils.
- Leaders regularly check on the quality of teaching and analyse the progress made by pupils to promote improvement. Observation and feedback focus sharply on strengths and areas for development.
- Leadership and management have come through a period of change during which roles and responsibilities have been redefined. In addition to this, a number of new staff have joined the school. These factors have meant that change and improvement have been slower than expected by senior leaders, as staff have taken time to settle into their roles.
- Leaders have used the additional primary school sports funding effectively to provide specialist

coaches in gymnastics and tennis, training for staff and to increase pupils' participation in sport, for example, through after-school clubs. These clubs are very popular.

- The school provides many opportunities for pupils to develop their spiritual, moral, social and cultural awareness through different subjects and assemblies. Displays of pupils' work are based on different cultures, artists and sculptors.
- A local authority representative provides appropriate light-touch support for this good school.

■ **The governance of the school:**

The governors have carried out an audit of skills to identify those areas of their work which need to be strengthened. They have used this information astutely to widen the range of skills they bring as a governing body to school leadership and management. They know about the progress and attainment of different groups, including those who are supported through the pupil premium, and how this compares to the national picture. Reports are discussed thoroughly at meetings, and questions raised to ensure they are fully involved in decision making. Governors have also undertaken training in order to extend their knowledge and expertise, for example in relation to safeguarding children and understanding data. Governors know about the quality of teaching from the information they receive as well as making regular visits to lessons. They have approved decisions about whether or not teachers should move up their salary scales based on secure evidence and targets set. They monitor the budget carefully and fulfil their statutory requirements, including those for safeguarding children.

## 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>	115498
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	431470

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	349
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Colin
<b>Headteacher</b>	Kerry Cunningham
<b>Date of previous school inspection</b>	28 January 2009
<b>Telephone number</b>	01452 520061
<b>Fax number</b>	01452 520868
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