

Longlevens Junior School

Church Road, Longlevens, Gloucester, GL2 0AL

Inspection dates 8–9 October 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well across the school. Standards in reading have improved since 2013 so that pupils' attainment in reading, writing and mathematics are now above average.
- Teaching is good and makes a strong contribution to pupils' learning. The school provides pupils with a wide and interesting range of subjects, topics and experiences which ensures that they enjoy their learning.
- There is effective support for disadvantaged pupils and those who need help to catch up in their learning.
- The behaviour of pupils is good. They are proud of their school and show respect to staff and to each other.
- Pupils feel safe in school and know how to keep themselves safe in different situations.
- The co-headteachers, well supported by other senior leaders and governors, have improved pupils' achievement and the quality of teaching. They are taking strong actions to bring about further improvement.
- The governing body has a detailed understanding of the strengths and weaknesses of the school and governors are playing a very active part in its improvement.
- Parents feel confident that their children are safe and well cared for in school.
- Cooperation between the school and its principal partner infant school is extremely strong so that pupils settle quickly in Year 3.

It is not yet an outstanding school because

- Teaching is not yet outstanding and so does not enable all pupils to make the best possible progress.
- The most able pupils make good progress but, sometimes, find their work too easy. They do not always have tasks which fully develop their learning and help them to make as much progress as they could.
- The rates of progress that pupils make vary between a few classes.
- Some teachers with leadership roles are not yet making a strong enough contribution to raising standards.

Information about this inspection

- Inspectors observed parts of 18 lessons. Two of them were observed jointly, one with each of the co-headteachers. They made several shorter visits to classes and visited two assemblies.
- Inspectors looked at pupils’ work in lessons and carried out a detailed scrutiny of their written work. They listened to pupils read and discussed their reading with them.
- Inspectors held meetings with three groups of pupils to hear their views on learning and behaviour in the school. They also spoke informally with pupils at breaks and lunchtime.
- Meetings were held with the co-headteachers, other staff with leadership responsibilities, two members of the governing body and a representative of the local authority.
- Inspectors examined a variety of school documentation, including records of current pupils’ progress and unpublished examination results for 2014, teachers’ planning, self-evaluation and improvement plans, behaviour and attendance logs, minutes of meetings of the governing body and records relating to safeguarding and the management of staff performance.
- Inspectors took account of the questionnaires completed by 21 members of staff and 71 responses to the online questionnaire, Parent View. They also spoke informally with parents as they brought their children to school.

Inspection team

Sean Thornton, Lead inspector	Additional Inspector
David Mankelow	Additional Inspector
Jennifer Venning	Additional Inspector

Full report

Information about this school

- Longlevens Junior School is much larger than the average-sized primary school.
- Nearly all pupils are from White British backgrounds and the proportion of pupils who speak English as an additional language is below average.
- The proportion of disadvantaged pupils supported by the additional funding called the pupil premium is below average. This funding is provided for pupils who are known to be eligible for free school meals and those who have been in local authority care.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who join the school with above average attainment is higher than the national picture for similar schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school's long-serving headteacher retired in the summer. The school is currently led by two interim co-headteachers.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding, so that pupils make rapid progress in all classes, by ensuring that:
 - the features of the strongest teaching in the school relating to marking and feedback, pupils learning quickly, and questioning are implemented fully by all teachers
 - the most able pupils benefit consistently from challenging tasks that make them think deeply and work hard so that they achieve their full potential.
- Develop the roles of middle leaders in checking pupils' progress and the quality of teaching.

Inspection judgements

The leadership and management are good

- The school's co-headteachers have been successful in improving pupils' achievement and the quality of teaching. They are committed to improving all aspects of the school further and all staff and governors share this ambition. All members of the senior leadership team work well together. They blend their knowledge, skills and expertise to raise standards. They also ensure that pupils' behaviour is good by making sure that the school's systems of managing behaviour are followed by all staff.
- Leaders' views of the school's strengths and weaknesses are rigorous and very accurate. They inform a good school improvement plan that has measurable outcomes.
- The management of teaching and learning is good. The school's records of the checks on teaching are detailed and lead to a wide range of training which responds to the needs of staff. Senior leaders support other staff when this is needed and this is leading to improved standards of teaching.
- School leaders make good use of the additional funding to support disadvantaged pupils. For example, eligible pupils benefit from additional one-to-one and small-group teaching support when needed, extra learning resources and funding that ensure they can participate fully in all school activities such as residential trips.
- The roles of middle leaders in the school have recently been updated. However, as yet, some of these teachers are not having a big enough impact in raising standards by checking the progress of pupils and the quality of teaching in their subject areas or year groups.
- The system of teachers' performance management is well organised, rigorous and related fully to the Teachers' Standards. Evidence shows that this system has led to improvements in teaching and achievement. Salary progression occurs only when merited by sustained good performance.
- The curriculum is extremely broad and well balanced, offering pupils a wide range of interesting topics and experiences. There are varied opportunities for pupils to develop their reading, writing and mathematical skills. They extend their learning in areas such as French, science and humanities, and have exceptional opportunities to develop their creativity through music, drama, dance and art. Very effective use of the school's outdoor areas enhances the provision. The school has introduced the new National Curriculum and is developing a suitable system of assessment which is about to be discussed with parents. Pupils have many opportunities to engage in a wide variety of activities outside the normal school day, including drama, music and a very wide range of sports.
- Pupils' spiritual, moral, social and cultural development is promoted well, both in the curriculum and through the general life of the school. Assemblies are effective and in many lessons pupils are given opportunities to reflect not only on their own progress but on life and the world around them. Partnerships with schools in Europe and India extend pupils' understanding of other cultures
- The primary school sport funding is being used well. Professional coaches lead sports sessions and many staff have received training in sports coaching. The variety of after-school sports clubs has increased and, as a result, more pupils are taking part in sporting activities. Their standards of fitness are improving and the school's sports teams have taken part in many competitions.
- All aspects of safeguarding are fully met.
- The co-headteachers and the governing body ensure that the school rejects all forms of discrimination, fosters good relationships and promotes equality of opportunity soundly. The emphasis on tolerance and mutual respect prepares pupils well for life in modern Britain.
- The local authority has provided strong support for the school. It has provided advice on raising standards in mathematics and support for the school's new leadership team, including help in setting up a new assessment system. The local authority shows detailed knowledge of the school's current strengths and areas for improvement.
- **The governance of the school:**
 - Governors have effective structures in place for undertaking all their statutory responsibilities and have benefited from a range of appropriate training. They bring to the school a range of skills that are well matched to the school's needs. The governing body is well informed about all aspects of the school's work. Governors use the published data on the school to gain a good grasp of how well the various groups of pupils are progressing compared to all pupils nationally. . Discussions and the minutes of meetings show that governors challenge the co-headteachers and other school leaders and that this has led to school improvements. Governors are involved in checking the quality of teaching by visiting the school, holding discussions and receiving reports from the leadership team. They understand the importance of improving teachers' performance, and the new systems for doing so. They ensure that finances are managed well, and understand how the additional funding for disadvantaged pupils is spent and how it is

helping to improve their achievement. Governors make sure the school's arrangements for safeguarding meet all current government requirements. They are considering all possible options before making a decision on the future status of the school.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. In almost all lessons pupils concentrate well, showing positive attitudes and a readiness to learn. Their cooperation contributes to their progress but, occasionally, when teaching does not engage them, they participate less well.
- Pupils are well equipped for their lessons and settle quickly to their work, so that no learning time is wasted.
- Around the school, pupils open doors for others and show courtesy to each other, to staff and to visitors. They show great respect for the many displays of pupils' work.
- Pupils are proud of their school and wear their uniforms smartly. Their behaviour in the dining hall, and as they move around the school, is calm and orderly.
- Pupils understand and support the school's behaviour code and the system of rewards and sanctions. They report that behaviour is usually good and that any poor behaviour is dealt with quickly and fairly.
- There have been no exclusions for several years and the school's behaviour logs support the pupils' view that poor behaviour is very rare. The small number of pupils who show behavioural problems benefit from individual support plans which help them to improve their behaviour as they move through the school.
- Pupils' strong social and moral development enables them to respect others and understand the consequences of their actions. This contributes to their good behaviour.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in all parts of the school site and are aware of people they can talk to if the need arises, including lunchtime supervisors. The curriculum supports pupils well in learning how to stay safe. They have a good understanding of e-safety, including how to avoid unsafe websites.
- Pupils are aware of what constitutes bullying and name-calling. They say that bullying very rarely happens and that when it does the school deals with it swiftly. Pupils could not recall any incidents of racist or prejudice-based bullying.
- Pupils' attendance is consistently above average. The school checks attendance closely and works in partnership with families to raise it even further.
- Almost all parents and carers who responded to the Parent View questionnaire consider that their children are safe and happy at school. A small number of the respondents thought that pupils' behaviour was not well managed, but no evidence to support this view was found during the inspection.

The quality of teaching

is good

- Teaching across the school is typically good. Work seen in pupils' books from the previous school year and evidence gathered throughout the inspection demonstrate that teaching is leading to rising pupil achievement in reading, writing and mathematics.
- Lessons are well planned and start promptly. Teachers show good subject knowledge, have high expectations of their pupils and provide an interesting variety of activities to promote learning.
- Where learning is most effective, teachers ensure pupils learn quickly and tasks are demanding enough for all pupils so that all make at least good progress. Teachers use probing questioning to check pupils' understanding before moving to the next part of the lesson, and are prepared to adapt their plans when needed.
- Where learning is less effective, these strong features are less well developed and some pupils do not make as much progress as they could. In particular, in some lessons, the work provided for the most-able pupils is too easy for them so that their achievement is limited.
- Relationships between pupils and staff are good, so that pupils can take part in discussions with confidence.
- Opportunities for parents to help at home are available on the school website, where pupils and parents are able to choose the most appropriate home-learning activities.
- Pupils needing extra help, such as those with special educational needs, are given well-targeted support by teaching assistants or other adults so that they can catch up with their classmates and make good progress.

- Teachers work very closely with their principal partner infant school. Some have spent time working in the infant school and a teacher has recently moved from the infant school to teach in Year 3. This sharing of good practice is leading to close agreement on assessment and improvements in teaching. For example, teachers in the school have developed their skills in teaching phonics (the sounds that letters represent) and this is contributing to improvements in reading.
- Teachers mark pupils' work frequently and provide detailed advice on the next steps needed, as well as praising what they have done well. However, in some classes, pupils do not reflect on, and respond to, the guidance provided so that improvement is limited. The school is aware of this issue and regards it as an area for further development.

The achievement of pupils

is good

- Pupils join Year 3 with above average standards of attainment. They make good progress and achieve well across the school.
- In 2013, the standards reached by pupils at the end of Year 6 in writing and mathematics were above average, as were their rates of progress. In reading, however, standards of attainment were average and the progress pupils made from high starting points was less than expected.
- The school reacted promptly to the disappointing 2013 reading results, prioritised reading as the area for improvement and introduced a range of clear actions to raise standards in this area. Pupils now report that 'in this school it is impossible not to be a frequent reader'.
- Unpublished results for 2014 show much improvement in reading by the end of Year 6. Standards reached in reading, writing and mathematics are above the national figures for 2013 and progress from almost all starting points is good. This shows that pupils have made good progress by the end of Year 6 and are well prepared for secondary school.
- Although pupils make good progress across Key Stage 2, the progress that pupils make varies between classes. In some classes, pupils do not make as much progress as in others.
- The school has recently made improvements to its checking systems so that they focus on the progress of all groups of pupils towards challenging targets. Further changes are now being made to check progress within the new National Curriculum.
- Pupils' speaking and listening skills are well developed because pupils are given many opportunities to discuss ideas with a partner or in groups.
- The school regularly checks the progress of disabled pupils and those who have special educational needs. As a result of good support, these pupils are making progress equal to that of their peers.
- The most able pupils make good progress, particularly in mathematics and writing. However, some of the most able pupils do not yet make as much progress as they could in reading. The school has identified this as a priority for further improvement.
- In 2013, the attainment of disadvantaged Year 6 pupils was about a year behind their classmates and other pupils nationally in mathematics, reading and writing. However, unpublished results for 2014 show that all disadvantaged pupils made at least expected progress in all three subject areas and that the gaps between their attainment and that of other pupils are reducing quickly. For example, the gaps in attainment with their peers in writing and mathematics have decreased from one year to one term. School information shows that these gaps are reducing further down the school because of good strategies that are now in place.

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	115496
Local authority	Gloucestershire
Inspection number	444183

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	475
Appropriate authority	The governing body
Chair	Dave Jones
Headteacher	Kathy Donaldson and Sarah Flattery
Date of previous school inspection	12–13 October 2010
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