

New Longton All Saints CofE Primary School

Hugh Barn Lane, New Longton, Preston, Lancashire, PR4 4XA

Inspection dates 20–21 May 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	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
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- This is a good school. Most pupils reach the expected standards for their age at the end of Year 2 and Year 6 and a good proportion of pupils reach the higher levels, particularly in reading.
- Pupils make at least good progress in English and mathematics across the school with an increasing number doing even better in the current year.
- The quality of teaching is consistently good or better across the school. Well-planned lessons stimulate pupils' interests so they are keen to learn and tackle tasks willingly.
- Teaching is particularly effective in the early years and as a result children make excellent progress in the Reception class.
- The teaching of reading is a strength of the school.
- Pupils in all groups, including the disadvantaged and those with additional needs, are well provided for and achieve equally well.
- This is a welcoming and happy school. Behaviour is good, and sometimes exemplary. Pupils are polite and friendly and say they feel safe and trust the staff to take good care of them.
- Parents are highly supportive of the school and are pleased about the education their children receive.
- Pupils are punctual and attendance is high. Pupils try hard to do their best and take a pride in their work.
- The school checks pupils' progress regularly and carefully. This gives a clear picture of how everyone is doing.
- Leaders correctly identified weaknesses in achievement in recent times and have taken appropriate action to address them. This is having a positive impact in both English and mathematics this year. Standards are rising quickly and last year's achievement gap between Key Stages 1 and 2 has closed.

It is not yet an outstanding school because

- Occasionally, the work set does not stretch all pupils, particularly the most able pupils in writing and mathematics.
- Although progress in English is good, progress in writing is not as strong as that in reading.
- Governors do not always have enough information about pupils' achievement compared to other schools nationally to enable them to ask challenging questions about attainment and progress.
- The school's marking policy is not always followed. As a result, the quality of marking and its impact on learning varies across the school.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching over time. They observed learning in classes including a joint observation with the headteacher.
- The inspectors looked at examples of pupils' work and talked to them about their work. They listened to pupils read and observed the teaching of reading skills. Inspectors talked to pupils about the books they have enjoyed and those that they are currently reading. Inspectors took note of displays around the school and the work in the outdoor areas.
- Inspectors talked with pupils as they played at break times, and visited the dining hall at lunchtime. They also observed pupils' behaviour as they moved around school.
- Inspectors met with three groups of pupils and spoke to them about their work.
- Inspectors met with four governors. They spoke to a representative of the local authority and met with members of school staff.
- Inspectors spoke to parents at the start of the school day. They took account of the 41 responses to the online questionnaire (Parent View). They took account of the school's recent questionnaire completed by pupils, and the returns by staff of the Ofsted questionnaire completed during the inspection.
- Inspectors examined a range of documents, including information about pupils' progress and school improvement and external views of the school.
- Inspectors also scrutinised records relating to behaviour, attendance and safeguarding.

Inspection team

Lyn Pender, Lead inspector

Additional Inspector

Mark Williams

Additional Inspector

Full report

Information about this school

- The school is similar in size to most other primary schools. The proportion of boys and girls in each year group varies from year-to-year.
- The early years provision consists of a full-time Reception class. .
- Most pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs is low when compared to the national average.
- The proportion of disadvantaged pupils, those eligible for support through pupil premium funding, is well below that found in most other schools. This additional funding is provided for those who are known to be eligible for free school meals and those who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school holds the Investors in People Bronze award.
- A private provider offers before-and-after school childcare on the premises. This is subject to separate inspection arrangements. Inspection reports for this provision may be viewed on the Ofsted website.
- The headteacher is a National Leader of Education and provides support for a number of schools and their staff. New Longton is a national support school which means that the staff help to support others to improve their teaching.
- The school has experienced some staffing turbulence in recent years. A new deputy headteacher has joined the school since the previous inspection and a new leader of early years took up her post in September 2014. The school has also experienced other changes to staffing, including a number of maternity leaves and long-term health related absences. A number of governors are new to their roles.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement, particularly in writing, and for the most able in writing and mathematics by:
 - improving the match of work to pupils' learning needs so that a high level of challenge is provided especially for the most able
 - ensuring that all marking follows the school's policy and teachers give pupils enough time in lessons to make corrections and act on the advice provided.
- Improve leadership and management by ensuring that governors are well informed about pupils' attainment and progress and how it compares to that of other schools nationally, to enable them to challenge leaders fully about pupils' achievement.

Inspection judgements

The leadership and management are good

- The headteacher provides strong leadership. She has brought about an improved analysis of the school's performance after a dip in standards following unexpected instability in staffing which resulted in a decline in the quality of teaching in recent times. Leaders are now increasingly well-informed about how well pupils are doing. Appropriate actions have been taken and achievement is improving quickly as a result.
- The headteacher is a positive role model for colleagues. Her expertise in the classroom has helped to raise the overall quality of teaching and its consistency across the school. Senior and subject leaders assist her well in making regular checks on teaching and its impact on pupils' learning and progress. Regular training is provided for staff to ensure that subject knowledge is up to date and teaching skills are kept sharp.
- School plans are clearly focused on the correct priorities, including accelerating all pupils' progress in writing and providing greater challenge for the most able in writing and mathematics,
- Leaders, governors and all staff work as one and are determined to be an outstanding school again. The school's self-evaluation is realistic and leaders know there is more to do to ensure that progress in writing increases further and that the most able pupils achieve as well as they possibly can. There is strong capacity for further improvement.
- The early years is very well managed. This has helped to raise its overall effectiveness from good to outstanding since the last inspection.
- Pupils eligible for the pupil premium benefit from additional support to meet their individual needs, where appropriate, and all take a full part in all the school has to offer. The school is highly inclusive. It promotes equal opportunities well and discrimination of any kind is not tolerated.
- Good use is made of the additional primary sports funding. External specialist coaches work with staff and pupils to improve the teaching of physical education lessons. Pupils enjoy a wider range of sports and activities. For example, some funding is used effectively to help Reception children learn how to cycle safely. The school is especially proud of its success in recent football and netball competitions with local schools.
- Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum, links with the church and the school's ethos and values. It underpins all the school does. Pupils are well prepared for life in modern Britain as the school's fosters a culture of tolerance and respect. Pupils learn about democracy in their school life through the election of school councillors and most recently through the school's own election debates held as part of their studies about the general election.
- The management of teachers' performance is taken seriously by leaders and governors. They have taken difficult decisions not to award pay rises to teachers who have not been teaching as well as they could.
- The curriculum is well thought out and meets pupils' interests and their needs. It gives pupils many opportunities to listen to visitors and go on trips to further their understanding of the different topics they learn about.
- The quality of safeguarding is good. The systems to check, record and vet staff and visitors are detailed, thorough and are reviewed regularly.
- The local authority provides 'light touch' support for this good school. The headteacher is highly thought of in the local authority. Since the last inspection she, and members of the New Longton All Saints staff, have provided support for a number of local schools. The level of support the school provides has reduced this year following the dip in standards in 2014.
- **The governance of the school**
 - Governors are supportive and carry out their duties in an organised and conscientious manner. They check diligently on safety arrangements and the school's finances. They know that the pupil premium funding is having a positive impact on the progress of eligible pupils. Governors regularly review data about pupils' achievement and are clear about the dip in recent times, and the reasons behind this. However, they do not always know enough about how well pupils are doing compared to national expectations. Governors know about the quality of teaching, from detailed information from the headteacher and other leaders and gain first hand views during visits to the school. They are aware that staff have targets to meet and check that salary rewards are only earned when targets are reached.

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

- The behaviour of pupils is good. Pupils are proud of their school and welcome visitors warmly. They are well-motivated and wish to learn. In lessons, pupils listen carefully, follow instructions well and are keen to succeed. Their well-presented books show the pride they take in their work.
- Pupils say that behaviour is good. They understand the school's rules and the rewards and sanctions system and think that staff apply these fairly. Pupils think that bullying is rare. They trust the adults to deal with any concerns they have.
- Pupils cooperate well in lessons. They enjoy sharing their ideas and explaining their thinking. In a Year 5 mathematics lesson, pupils talked knowledgeably about the properties of three-dimensional shapes. They worked systematically in pairs to identify the nets for each shape carefully explaining their reasoning as they went along.
- Pupils make a good contribution to the life of the school taking on responsible roles as members of the school council or as eco-warriors. Year 6 show great maturity and take their responsibilities seriously when they act as buddies to the Reception children, for example, when the two year groups attend church together.
- Parents who contributed to Parent View and those who spoke with inspectors think that behaviour is good. Staff who responded to the inspection questionnaire believe that behaviour in school is good and consistently well-managed.

Safety

- The school's work to keep pupils safe and secure is good. Governors and leaders make sure systems for keeping pupils safe are robust and fully implemented for all staff. Staff are appropriately trained and parents agree that their children feel safe in school and are looked after well.
- Pupils say they feel safe in school. They are aware of some of the ways to keep themselves safe in and out of school including when cycling or when using the internet. The curriculum makes a good contribution to pupils' safety, for example, through themed days, such as the one held recently to raise pupils' awareness of the harm that can be caused through the misuse of drugs.
- Leaders have effective systems in place for monitoring attendance and behaviour. While the school has excluded a very small number of pupils this year, the action taken has been consistently well managed and clearly documented in line with the school's behaviour policy.

The quality of teaching is good

- Seniors leaders' strong focus on improving the quality of teaching is proving successful following some inconsistencies in recent years. The quality of teaching is now securely good with some that is outstanding.
- The overall quality of teaching is typified by warm, strong relationships and well-planned learning activities that help to promote pupils' interests and engagement in their learning. Planning is effective and teachers make clear what pupils are to learn.
- Teachers use good subject knowledge to provide clear explanations to help pupils learn. They skilfully question pupils to identify and overcome any misconceptions and move learning forward.
- Checks on what pupils can do have become more accurate this year and as a result teachers have a clear understanding of the learning needs of all pupils and the progress of which they are capable. Learning is most successful when teachers have high expectations of what pupils can achieve. However occasionally, when the work set is not demanding enough, the progress of pupils, is not as rapid as it might be. This prevents pupils, especially the most able, reaching the highest possible standards.
- Mathematics has been a focus in the current year. All staff have undertaken training so there is a consistent approach to the teaching of this subject across the school. Pupils' ability to reason is being continually extended; they have to think carefully and use a range of mathematical skills and knowledge to solve problems. However, at times, the work provided for the most able pupils does not provide enough challenge.
- The teaching of writing has improved considerably in the current year and is now more effective. Spelling and grammar are now taught well and systematically and this is giving pupils the tools they need to improve their writing. Pupils are regularly able to practise their writing skills in their work in other subjects. All of this is contributing well to raising achievement in writing, but there has not been sufficient time for these improvements to impact fully on taking the quality of writing across the school from good to

outstanding. At times, there is still not enough challenge for the most able in writing to enable them to reach the higher levels.

- Strong teamwork exists between teachers and well-trained teaching assistants. Together they ensure that pupils who need extra help, including those with special educational needs, are given the support they require and, as result, all groups of pupils achieve well.
- There are examples of teaching making good use of marking to speed up pupils' progress, but not all teaching follows the school's own policy on marking and so make more rapid progress. At times, teachers do not provide enough time for pupils to make corrections or act on the advice given in marking so opportunities to improve work are missed.
- Physical education lessons are well planned and sometimes encourage pupils to use their imagination and creativity. Year 1, for example, were designing games for their forthcoming Woodland Party. They used a wide range of throwing and catching skills as they decided on the rules and scoring system for their games. They showed great teamwork and all were highly engaged and enthusiastic throughout.
- The teaching of reading is good and so pupils' enjoy the books they read. Pupils read widely and often, both in school and at home. The well-stocked school library, which is managed by Year 6 librarians, is a popular resource. Early reading skills are developed well through careful teaching of phonics (letters and the sounds they make). These skills are built on well as pupils move up the school, and as a result, achievement in reading is strong and continues to improve.

The achievement of pupils is good

- In the current year, progress rates are improving in English and mathematics, after two years where they had been variable.
- In 2014 by the end of Key Stage 2, not enough pupils had made more than the nationally expected rate of progress in writing and mathematics, and not enough had made the expected progress in mathematics. Decisive action by the school has addressed this imbalance in the current Year 6. As a result, nearly all pupils are making the progress expected of them and a good proportion is doing better than this in English and mathematics. However, progress in reading remains stronger than that in writing.
- Almost all pupils in the current Year 2 and Year 6 are working at the level expected for their age in reading, writing and mathematics. The proportion working at the higher levels is at least in line with the national average in writing and mathematics. It is above in reading.
- Across the school progress is at least good in all subjects. The proportion of pupils exceeding the standards expected for their age is rising in all subjects and especially in reading.
- The pupil premium is used effectively and as a result the attainment of disadvantaged pupils is improving strongly. At the end of Key Stage 2 in 2014, disadvantaged pupils were at least three terms ahead of their classmates in reading and writing and broadly similar in mathematics. They were also at least two terms ahead of all pupils nationally in reading and writing but again behind in mathematics, in this instance by two terms. Their progress in 2014, compared to all other pupils was good. Disadvantaged pupils in the current year groups are reaching at least similar standards to their peers in all subjects and making the same good progress.
- Disabled pupils and those with special educational needs make good progress and achieve well because the school provides appropriate programmes of support suited to the needs of all.
- After a dip in 2014, the proportion of the school's most able pupils to reach a higher standard in the current Year 2 and Year 6 has risen in all subjects. The proportion doing so in writing and mathematics is similar to the national average and is high in reading.
- Pupils make good progress in reading. They enjoy reading and are provided with plentiful opportunities to read widely and often, as well as listen to stories linked to the topics they are studying. The Year 1 national check on phonics (understanding letters and the sounds they make), was similar to the national average in 2014.
- Displays and the evidence in pupils' books show high quality art work and strengths in development of a French as a foreign language. Information and communication technology also supports learning well. Pupils are well prepared for their secondary education.
- The good overall progress made by all groups of pupils provides clear evidence that the school promotes equality of opportunity well.

The early years provision**is outstanding**

- School leaders have secured ongoing improvements in the early years and leadership of this aspect of the school is now outstanding. Effective systems for checking pupils' progress have been established and staff make good use of tablets to capture and record significant milestones in each child's development.
- Provision in the early years is well organised, stimulating and exciting. The quality of teaching is outstanding and as a result children make excellent progress in the Reception class.
- Children get off to an excellent start in school life. They join the Reception class with skills and knowledge that are generally typical for their age. Excellent provision enables children to make outstanding progress; the proportion reaching a good level of development for their age by the end of early years was above the national average in 2014 and continues to rise. This shows excellent improvement since the last inspection. Children are exceptionally well prepared to continue their learning in Year 1.
- Staff work as a strong team and all know the children extremely well. Activities, including the sessions led by the adults, are constantly reviewed and adapted to respond to children's interests and their various learning needs. Great emphasis is placed on developing independence, social skills and enjoyment.
- The early years classroom has been improved and the outdoor space developed since the last inspection. Both spaces provide a wealth of interesting, safe and secure experiences in all areas of learning. Staff ensure that children make the most of the learning opportunities provided. For example, at the start of a session the teacher and the teaching assistant very effectively use photographs taken on the tablet during earlier sessions to celebrate the work of children and show how activities can be used to promote their learning. Children gain much from these times. For example, children eagerly adopted the idea to book holidays for their 'travel agency' as they played in the role play area. They excitedly used the computer to 'book' holidays for their friends showing well-developed early reading and writing skills as they worked.
- Parents feel welcome in school. They feel well informed and hold highly positive views of the teaching and care provided for their children. Parents are fully involved in the initial assessments of their children and are encouraged to contribute to the information gathered by staff about their child's on-going development.
- Safeguarding arrangements are securely in place and all necessary steps are taken to keep children safe at all times.
- Behaviour is outstanding. Expectations are high and routines are well established. Children share and play happily together and show care and consideration for others.

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	119569
Local authority	Lancashire
Inspection number	461586

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	205
Appropriate authority	The governing body
Chair	Alistair Brown
Headteacher	Nicola Gomersall
Date of previous school inspection	24 November 2011
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