

Long Ridings Primary School

Long Ridings Avenue, Hutton, Brentwood, Essex CM13 1DU

Inspection dates 14–15 October 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher has established a very positive climate for learning and high expectations. Consequently, strengths recognised at the time of the previous inspection have been consolidated.
- The headteacher and his deputy support and challenge teachers. Their regular and accurate feedback helps them to recognise what they do well and what can improve.
- Skilled teaching focuses on building basic skills in English and mathematics. Pupils are well prepared for their secondary education.
- Focused support for disabled pupils, those who have special educational needs and disadvantaged pupils is now effective in ensuring that these pupils make good progress. Gaps in attainment between these pupils and others in the school and nationally are closing.
- Pupils are enthusiastic in lessons. They try their best and enjoy their work. They are confident, polite and proud of their school.
- The broad curriculum provides rich learning experiences across a range of subjects. The school makes use of its grounds to provide good outdoor learning opportunities and enhanced facilities for physical education and sports.
- Teaching and learning in the early years is good. Children progress well and enter Year 1 with the skills they need to be successful learners.
- Governors understand their roles well and they are very involved in the life of the school. They challenge leaders to achieve good outcomes and look for ways to continually improve the effectiveness of the governing body.

It is not yet an outstanding school because

- Leaders do not always check the impact of their improvement plans rigorously by considering their impact on pupils' outcomes.
- Some middle leaders do not contribute fully to improving teaching and learning in their areas of responsibility.
- Leaders do not always address the low attendance of a small minority of pupils well enough.

Full report

What does the school need to do to improve further?

- Rigorously evaluate the impact of improvement plans on the quality of teaching and pupils' outcomes, to determine their success and to inform future developments.
- Challenge and enable all middle leaders to play a greater role in improving teaching, learning and assessment by ensuring that:
 - all leaders use achievement information to identify priorities for improvement
 - all leaders play a full part in checking the quality of teaching and learning in their areas of responsibility in order to identify training needs, as well as good practice that can be shared.
- Systematically check the attendance of all groups of pupils and act promptly to address low attendance.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and other senior leaders are highly focused on ensuring that pupils do well at the school. Their strong promotion of the importance of personal development, positive relationships, a rich curriculum and effective teaching results in consistently good outcomes for pupils.
- Leaders have worked hard to implement new assessment systems that help them to track pupils' progress rigorously. Senior leaders use this information, along with evidence from lesson observations and the work in pupils' books, to evaluate and improve teaching, learning and assessment. Senior leaders also use this information to challenge teachers and to manage their performance.
- The school has embraced the new National Curriculum requirements. Leaders ensure that teachers have the training they need to secure good subject knowledge, and this is evident in lessons, teaching over time and the progress of pupils.
- Development plans are targeted at important priorities, for example to raise the achievement of disadvantaged pupils. However, leaders do not always evaluate the impact of their actions rigorously by considering outcomes for pupils and the quality of teaching as measures of success.
- Some middle leaders do not inform their work by evaluating teaching, learning and assessment information routinely or rigorously. They support teachers by offering useful guidance and training and by improving resources. However, they are not always proactive in identifying and acting upon any emerging strengths or weaknesses.
- Leaders use the pupil premium funding to ensure that disadvantaged pupils have the support they need to achieve well academically and to access additional enrichment opportunities. Disadvantaged pupils in the school are making much better progress in reading, writing and mathematics now than they have in the past. Gaps in attainment are closing.
- The rich curriculum contributes well to pupils' enjoyment and spiritual, moral, social and cultural development. Pupils have regular opportunities to appreciate and make music including modern, classical and traditional music. They enjoy studying the work of artists and making art themselves. Much of the curriculum is taught through themes and topics. Leaders and teachers plan the curriculum carefully to ensure progression and coverage.
- Assemblies give pupils regular opportunities to consider their place in the world and to develop an understanding of the lives of others. Leaders use positive role models from Britain today to promote tolerance, for instance of refugees. Pupils have a good understanding of British history and its institutions. They demonstrate tolerance and respect for other people. Pupils typically encourage each other to 'have a go' in lessons, and to behave well. Pupils' positive attitudes to each other and to differences between groups of people demonstrate that they are well prepared for life in modern Britain.
- The leadership of the provision for disabled pupils and those with special educational needs is good. Passionate, enthusiastic and knowledgeable leadership ensures that pupils have the support they need to succeed. The school has provided good training for teachers and teaching assistants to inform their work with pupils. Teachers at the beginning of their careers have good support and training from colleagues in the school.
- The PE and sport premium funding is used well to provide training for teachers and enhance the sports facilities, including the new all-weather outdoor area. Consequently, pupils have more opportunities to take part in sporting activities. Extra-curricular clubs also make a strong contribution to pupils' developing skills, health and well-being. School teams are popular with pupils and they have achieved well in local competitions.
- Systems to monitor and improve attendance do not always identify issues swiftly. The headteacher works with some families to successfully improve attendance but this does not always happen quickly enough to stem falling attendance.
- **The governance of the school**
 - Governors share the ambition of senior leaders to continually improve Long Ridings Primary School. They monitor the school's progress carefully and hold leaders to account for pupils' progress and outcomes.
 - Governors are highly visible in the school and get involved in school activities. Each governor is linked to a cohort of pupils, which helps them to follow their progress carefully. Governors know that pupils' behaviour is good because they visit the school and accompany pupils on school visits.

- The governing body regularly seeks parents' views, including by attending parents' evenings to canvass their perspectives. They consider parents' views and act upon them.
- Governors are proactive in asking for the information they need to monitor progress. For instance, they have requested changes to the headteacher's report to include more focused performance indicators.
- Governors help to ensure that pupil premium funding, and the PE and sports grants, have an impact on improving pupils' outcomes and opportunities. They monitor the improving progress of disadvantaged pupils diligently.
- Governors review performance management arrangements and ensure that the headteacher and other teachers are rewarded for their impact.
- The arrangements for safeguarding are effective. The safeguarding governor regularly checks that the school follows safe recruitment practices and ensures that it keeps an accurate record of the necessary pre-employment checks. Leaders quickly addressed a clerical error identified during the inspection.

Quality of teaching, learning and assessment is good

- Teachers use their ongoing assessments of pupils' progress to plan stimulating lessons that build on prior learning. They encourage pupils to try new things and to take risks. Consequently, pupils understand that making mistakes is an important part of learning.
- Teachers typically have secure subject knowledge. They spot misconceptions quickly and address them. They ensure that pupils know precisely what they are going to learn and why. Teachers make links between subjects, for instance by linking history with English. This puts learning into a context that pupils can understand. Teachers have adapted their teaching to meet the demands of the new National Curriculum. This is evident in mathematics where pupils have good opportunities to apply their knowledge of number to problem solving.
- Teachers encourage pupils to take responsibility for their learning. They provide prompts to help pupils know what to do if they are stuck. This ensures that no learning time is lost.
- Teachers encourage pupils to explain their thinking and their answers. This begins in the early years and promotes good language skills as well as deepening understanding. Teachers target their questions to ensure that all pupils are challenged, by asking increasingly more complex questions, for example, of the most-able pupils. Additional lessons for the most-able pupils provide appropriate challenge. Pupils enjoy these lessons and appreciate the opportunity to master the concepts they have learned, for instance in mathematics.
- In the early years and in Key Stage 1, teachers make sure that pupils have the basic knowledge they need in reading, writing and mathematics to be successful as they move through the school. This is typified by the strong focus on teaching phonics well.
- Teachers have high expectations of behaviour and promote good attitudes to learning. Pupils respond to this well. They encourage each other to try hard and they work well together.
- Classrooms are typically stimulating and well-ordered places to learn. Teachers use technology well to add interest and garner enthusiasm, for example by using videos to explore characters and their motivations, leading to pupils' successful writing. Teachers use practical resources with some pupils to aid their understanding of number and calculation.
- Teaching assistants make a valuable contribution to learning in lessons. They work well with individuals and small groups by providing further explanation and encouragement, particularly to those with special educational needs and those who need to catch up.
- All teachers are aware of the school's focus on improving the progress of disadvantaged pupils and they plan for these pupils well. Pupils supported through pupil premium funding have weekly one-to-one support with a teacher employed for this purpose. Pupils make good progress in these lessons because teaching builds on the work in classrooms. Teaching is bespoke to pupils' individual needs. There is very good communication with class teachers, for example to ensure that teachers build on pupils' new skills when they return to their classrooms.
- Disabled pupils and those with special educational needs have individual learning plans and targets. They have additional one-to-one support with teachers to ensure that they meet their targets. The school works well with pupils and their parents, and needs are met well. Parents speak very highly of the support their children receive and the good work that the school does with their families.

- Most teachers follow the school's marking and feedback policy. Pupils usually receive and respond to very helpful guidance about what they do well and what they can improve. Occasionally, in some year groups the quality of this feedback varies and it is not regular enough.
- The broad and balanced curriculum enables pupils to be successful in subjects other than mathematics and English. Pupils enjoy regular music, singing and art lessons, and they produce good outcomes.
- Homework is set regularly although some parents would like their children to have more. There is a strong partnership between parents and the school in promoting progress in reading. Reading records include comments from both parents and teachers. This work begins in the Reception classes and continues through the school.
- Most parents say that their children are taught well and make good progress.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and happy to talk about their work and the school. They respect each other, their teachers and other adults. They are open about their opinions. Those who have additional support because they need to catch up or to challenge them further demonstrate maturity when they talk about how this work adds to their learning.
- Pupils have a growing awareness of other cultures, as a result of their assemblies and learning across the wider curriculum.
- Many older children take on additional responsibilities. Some are 'eco-warriors', who look at ways to develop recycling and other opportunities to promote sustainability. They make use of the school grounds to grow plants and also contribute to the care of the outside environment. Others act as play leaders for younger pupils. The school council is active and has impact. Pupils help to organise and prepare for daily assemblies. All fulfil their duties diligently and with enthusiasm. Pupils adhere to the dress code and wear their uniforms proudly.
- The school ensures that all members of staff have regular safeguarding training. Adults are alert to safeguarding issues. They understand and follow the school's procedures if they have child protection concerns. The designated adult for child protection is knowledgeable and works well with other agencies to help keep pupils safe.
- There is a strong culture of care for pupils and a commitment to working with families in order to help them. However, the school's work to address the low attendance of some pupils is not always effective. Attendance overall is above average. The attendance of disadvantaged pupils is lower than this and although it is improving, more needs to be done to ensure that all groups of pupils attend regularly.

Behaviour

- The behaviour of pupils is good.
- Pupils usually behave well in lessons and around the school because expectations are consistently high and clear to all. Widespread positive relationships also contribute to good behaviour. Pupils are able to resolve minor playground conflicts by talking things through.
- Where behaviour is less than good, as was the case for a small minority of pupils, the school supports pupils well in order to help them improve.
- Pupils say they feel safe at school and their parents agree. Pupils know what bullying is and how to stay safe when using mobile phones and other technology. Pupils say that they can talk to somebody if they have concerns. They are confident that their teachers and other adults will help them.
- Most parents say that the school manages behaviour well and deals with bullying effectively.

Outcomes for pupils are good

- Pupils make good progress from their starting points across a range of subjects, including mathematics and English. Their outcomes in reading, writing and mathematics, by the time they leave the school, are above or well above average.
- The quality of work in subjects other than English and mathematics is of a similarly high standard. Pupils

have good and regular opportunities to write across a range of subjects. The quality of pupils' writing in science books, for example, matches that found in English books.

- The proportion of Year 1 and Year 2 pupils who reach the expected level in their knowledge of phonics is consistently above average because of effective teaching beginning in the Reception classes. Pupils have regular opportunities to read in all year groups. They are encouraged and expected to read at home. There is an established culture of reading in the school.
- Disadvantaged pupils are now making better progress than in previous years as a result of successful support and teaching. The school monitors their progress carefully, as well as that of other groups such as disabled pupils and those with special educational needs. This sharp focus on the progress and attainment of vulnerable groups and those in danger of falling behind is paying dividends. Almost all pupils are progressing well from their starting points. The work in pupils' books is evidence of this good progress.
- The most-able pupils make good progress, particularly in Key Stage 2. The proportion who achieve the higher Level 5 in Year 6 is consistently above average. Recently, the proportion of pupils in Key Stage 1 who achieved Level 3 improved to well above average in reading and mathematics. Fewer pupils achieve this higher level in writing by the end of Year 2. The school has appropriate plans to address this.
- Pupils sing well and with confidence. They have well-developed social skills. They take opportunities for reflection seriously and have a keen sense of right and wrong. Their cultural awareness is strong as a result of their work across the arts. Pupils have a thirst for knowledge, value their education and have a 'can-do' approach to learning.

Early years provision

is good

- Children have good opportunities to learn and play across all areas of learning. The Reception classrooms and outdoor area are inviting and stimulating.
- Adults interact with children well to develop their language and other skills. Children talk to adults, describing their work and play. Adults ask questions sensitively, to develop children's understanding and extend their learning.
- Children work and play together well, demonstrating good personal and social development. Their behaviour is good. Children are able to maintain concentration and persevere with an activity. They follow routines, for example helping themselves to snacks and drinks, because adults help them to become increasingly independent.
- Teaching is effective. Teachers and other adults have good subject knowledge. They spot and address misconceptions quickly. Teaching moves learning on quickly, for example when challenging children to think of different ways to make the totals of five and then 10.
- Children have plenty of opportunities to read, write and work with numbers. For example, several children were writing a message in a bottle as part of their sand and water play. Others were using mathematics vocabulary when playing with construction toys and making repeated patterns.
- Most children enter school with the skills typical for their age. They make good progress in the Reception Year, particularly in their personal, social and emotional development, and their communication and language skills. They are well prepared for learning in Year 1.
- Parents say that transition to the school is helpful and supportive. Staff visit pre-school settings and children have 'stay and play' induction sessions in the school. The school works well with parents and encourages them to record milestones at home in a shared book.
- Teachers assess children carefully in order to plan activities that build on their existing skills and knowledge. There are some missed opportunities to use the strong links with pre-schools by taking account of their assessments of children.
- Leaders ensure that children are safe and that appropriate welfare arrangements are in place. The early years leader has a good understanding of how young children learn. She uses assessment information and trends over time to inform future developments.

School details

Unique reference number	114902
Local authority	Essex
Inspection number	10005538

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	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Linda Crotty
Headteacher	Wayne Harris
Telephone number	01277 222488
Website	www.longridings-pri.org.uk
Email address	admin@longridings.essex.sch.uk
Date of previous inspection	23 June 2011

Information about this school

- Long Ridings is a larger than average primary school.
- The proportion of pupils known to be eligible for the additional pupil premium funding is below average. The pupil premium is additional funding for those pupils who are, or have been, eligible for free school meals at any time in the last six years, and children in the care of the local authority.
- Most pupils are White British. The proportion of pupils from minority ethnic groups and who speak English as an additional language is below average.
- The proportion of disabled pupils and those with special educational needs is below average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.

Information about this inspection

- One of Her Majesty's Inspectors conducted the short inspection of the school, which converted to a section 5 inspection at the end of the first day. On day two, four Ofsted inspectors joined the inspection.
- The inspection team observed teaching, learning and assessment in all classrooms. They listened to pupils read in Year 1 and Year 2 and looked at work in pupils' books.
- Inspectors attended three assemblies and observed pupils' behaviour in classrooms, around the school and at playtimes. They met with three groups of pupils and talked to other pupils informally.
- Inspectors took account of 82 responses to Ofsted's parent survey and held discussions with parents as they dropped their children off for school as well as telephone discussions.
- Inspectors held meetings with the headteacher, deputy headteacher and other leaders. They met with the Chair of the Governing Body and the Vice-Chair. Inspectors also met with a representative of the local authority.
- Inspectors observed the work of the school and looked at a number of documents including assessment information, school improvement plans, self-evaluation, behaviour and attendance records, and information relating to safeguarding.

Inspection team

Michelle Winter, lead inspector	Her Majesty's Inspector
Heather Hann	Ofsted Inspector
Douglas Stroud	Ofsted Inspector
Lesley Stevens	Ofsted Inspector
Nicholas Templeton	Ofsted Inspector

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