

Inspection of a good school: Longlevens Junior School

Church Road, Longlevens, Gloucester, Gloucestershire GL2 0AL

Inspection dates: 30 and 31 January 2024

Outcome

Longlevens Junior School continues to be a good school.

What is it like to attend this school?

Longlevens Junior School is a kind and happy school where pupils are encouraged to be individuals, and all are valued. Staff care deeply about the well-being of every pupil at this enriching community school. As a result, pupils enjoy coming to school and feel safe. The school prioritises pupils' high attendance, and this has ensured that pupils attend regularly.

Many pupils behave very well and show positive attitudes. If bullying occurs, the school takes swift action. In lessons, pupils are focused and eager to participate. They enjoy sharing their ideas and opinions in class. In the playground, pupils have stimulating and fun playtimes. Routines like the 'daily mile' support pupils' understanding of health and well-being.

Pupils take on positions of responsibility with pride. For example, they can participate in the eco-council, the school council or as e-safety captains. The e-safety captains hand out internet safety leaflets during parents' evenings or deliver whole-school assemblies about keeping safe online.

The school provides a wide range of clubs, including French club, boys' and girls' football and dodgeball. There is something for everyone. These activities reflect the importance that the school places on preparing pupils for the next steps in their education.

What does the school do well and what does it need to do better?

Since the last inspection, the school has undergone significant leadership changes and has formed a new federation with the neighbouring infant school. This has been driven by governors' and the school's ambition to build on this strong partnership. Parents who responded to Ofsted's survey praise the clear direction of the school. Staff feel valued and supported. A thorough programme of focused professional development, including school- and federation-based training, helps to ensure that staff are knowledgeable and well informed.

The school's curriculum is broad and ambitious. The important knowledge that the school want pupils to know is clearly identified and built up over time. For example, in computing, pupils are introduced to block programming. This allows them to learn about how algorithms are designed and how to debug any errors. Pupils build on this knowledge in Years 5 and 6 to build simple websites with language-based coding. However, in a very small number of subjects, pupils do not build their knowledge as successfully. Occasionally, pupils struggle to make links with prior learning.

Reading is a top priority. The school has invested time and resources to ensure the transition from the infant school is seamless. Most pupils transfer from the infant school with a secure understanding of phonics. The school ensures that pupils receive daily phonics from the same scheme as the infant school. Pupils who need additional help with reading get it. This helps most pupils to learn to read with fluency and accuracy. Pupils have access to a wide range of books in their classrooms and the adjoining public library, where all pupils are members.

Assessment is used well to identify gaps in pupils' knowledge. Staff help pupils to remember key learning. For example, in mathematics, retrieval tasks and questioning ensure that pupils' knowledge is secure before moving on to new topics and tasks. Pupils with special educational needs and/or disabilities (SEND) are involved in all aspects of school life. When necessary, staff make adaptations that help pupils with SEND to learn effectively.

Pupils have a rich set of wider opportunities. Pupils are proud to take part in regional and national sporting competitions. They like being able to represent their school in singing events, such as the 'Young Voices' concert. Many learn musical instruments, such as drumming, violin and piano. The forest school is woven into the curriculum across all year groups. Pupils develop their skills and knowledge to see how concepts learned in class can be applied outdoors. Residential trips help pupils to develop their character and resilience. The school supports pupils to participate in charity work, including selecting the charity they wish to support.

Governors provide effective challenge and support. They are knowledgeable about the school and are committed to providing the best education for pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a very small number of subjects, the school is refining the content of the curriculum. On occasion, this means that pupils do not develop a deep understanding of the knowledge they need to be successful. The school needs to ensure that the curriculum

is securely and consistently embedded so that pupils develop a deeper understanding over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115496
Local authority	Gloucestershire
Inspection number	10307243
Type of school	Primary
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	477
Appropriate authority	The governing body
Chair of governing body	Chris Rayfield
Headteacher	Kerry Cunningham (Executive Headteacher), Sarah Flattery (Head of School)
Website	www.longlevensjuniorschool.co.uk
Dates of previous inspection	1 May 2018, under section 8 of the Education Act 2005

Information about this school

- In March 2023, the school formed a federation with Longlevens Infant School. The executive headteacher leads both schools.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the executive headteacher, the head of school, the special educational needs coordinator, the designated safeguarding lead, members of staff, a

representative from the local authority, and the chair and members of the governing body.

- The inspector carried out deep dives in early reading, mathematics and computing. For each deep dive, the inspector discussed the curriculum with subject leaders, visited samples of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also discussed the curriculum in geography and art.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to Ofsted's online survey, Ofsted Parent View, including the free-text comments, and the staff and pupil surveys.

Inspection team

Gavin Summerfield, lead inspector

His Majesty's Inspector

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