



Longney CE VC Primary School

Inspection report

Unique Reference Number 115634
LEA Gloucestershire

Inspection number 275907
Inspection dates 21 June 2005
Reporting inspector David Curtis

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary	School address	Chatter Street
School category	Voluntary controlled		Longney
Age range of pupils	4 - 11		Gloucester GL2 3SL
Gender of pupils	Mixed	Telephone number	(01452) 720 461
Number on roll	126	Fax number	(01452) 721 131
Appropriate authority	The governing body	Chair of governors	Mr K Barnett
Date of previous inspection	February 1999	Headteacher	Mrs B Taylor

Age group	Published	Reference no.
4 - 11	July 2005	275907

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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of Longney CE VC Primary School and of the local education authority.

The inspection was carried out by two additional inspectors.

Description of the school

The school is situated in the village of Longney in Gloucestershire. It is a very popular school and many children travel long distances to attend. Children start school with knowledge, skills and understanding expected for four-year-olds. The majority of children are of white British heritage, with a small number from minority ethnic backgrounds. The proportion of pupils with learning difficulties and disabilities is well below the national average. The percentage of pupils entitled to free school meals is very low.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Longney CE VC Primary School is an outstanding school because the headteacher has developed an exceptional team of staff, governors, parents and children whose aim is to achieve excellence. The school is constantly striving to do even better. It gives outstanding value for money. The school's rigorous evaluation of itself shows that it is outstanding, too, and the school is very well placed to move forward and build on its current success.

Provision in the Foundation Stage is outstanding and by the end of reception the standards children achieve are well above those expected. As they move up through the school, children make excellent progress so that by the age of 11, they achieve very high standards in English, mathematics and science. Children make exceptional progress in their personal and social development and by the age of 11 are excellent ambassadors for their school.

Inspirational teaching means that children work hard in lessons and always do their best. Children enjoy learning and are very aware of their own personal targets for improvement. They show total confidence in their teachers, who they know will help them if they get stuck with their work or if they need to discuss a personal problem. Children welcome visitors and take great pleasure in telling them just how good their school is.

Whilst the school does not make any excuses for the inadequate accommodation, children's progress in gymnastics and in creative arts is hampered by lack of space.

Grade: 1

What the school should do to improve further

- Work with all relevant agencies to secure the planned improvements to the school's accommodation.

Achievement and standards

Children make outstanding progress in the Foundation Stage and, by the time they start Year 1, the majority have exceeded the goals they are expected to reach. Children continue to make outstanding progress as they move up through the school. In recent years, standards in Year 2 in reading, writing and mathematics have declined even though they remain above those expected. As the result of very detailed investigations into the cause of this, the school has taken action which has led to a significant improvement in standards in the current Year 2, especially in writing and mathematics. In Year 6, standards consistently place the school in or very close to the top five per cent of primary schools nationally. A particular strength is the way children use their literacy

and numeracy skills in other subjects, with examples of children's poetry based on soldiers' experiences in World War 2 being of exceptional quality and very moving to read. Children's use of word-processing skills in writing stories is of a very high standard and gives a high-quality finish to their work. Pupils love history and give very good reasons as to why they would like to be a Viking warrior or an Elizabethan lady. Children with learning difficulties and disabilities make very good progress and the majority reach the standards they are expected to reach at seven and 11.

Personal development and well-being

Children love being at school and take a great delight in learning. Behaviour is excellent because children know what is expected of them and because they have a sense of ownership of rewards and consequences. They proudly explain their achievements and relish taking responsibility. They waxed lyrical about being editors and sub-editors when they produced the school magazine. The school council is very effective in contributing to the day-to-day life of the school. An example of this is the way in which the council took responsibility for designing a new school uniform.

Spiritual, moral, social and cultural development is outstanding. Children value and celebrate the achievement of each other. They understand the difference between right and wrong and have a keen sense of justice. Through fund-raising and donating their old uniforms to a school in Bangladesh, they have developed a genuine understanding of the needs of those who are less fortunate.

Children feel totally safe in school. They enjoy sport and taking part in regular exercise and 95 per cent take part in extra-curricular clubs. Many achieve high levels of excellence within school teams and activities they attend outside of school. Children's personal development is exceptionally well supported by the school's excellent programme for citizenship, personal, social and health education (PSHCE).

Grade: 1

Quality of provision

Teaching and learning

Teaching and learning are outstanding because teachers' planning is of top quality, especially in meeting the learning needs of children from more than one year group who are in the same class. Teachers have a very detailed understanding of the subjects they teach. They capture children's interest and enthusiasm through good demonstrations, including the use of interactive whiteboards. Children talk enthusiastically about the characters WALT (What are we learning together?), WILF (What am I looking for?) and TIBS (This is because). Through these children develop a deep understanding of what they are expected to learn and achieve in lessons. As a result, they work hard and successfully. Children enjoy having *Talking Partners* because they have a classmate with whom they discuss thoughts and ideas. Children say '*We have good teachers who are friendly and helpful*' and because of this they are motivated to succeed and do well. Teachers have a very thorough understanding of the progress children make in all subjects, especially at an individual level. This understanding is used well to set targets for future improvement and children are routinely included in this process. As a result, they talk confidently to visitors about their own targets, such as '*I need to make my stories more interesting by using a better choice of adjectives.*'

Grade: 1

Curriculum and other activities

The school gives its children an interesting and stimulating curriculum which is enriched by a very impressive number and range of extra-curricular activities. The current emphasis on encouraging children to understand why they need to use skills taught in literacy lessons when writing in other subjects is having a positive impact on improving standards. Because children now see the purpose of what they are doing, they are much more enthusiastic writers. Approximately 95 per cent of children take part in after-school clubs in sport and the arts. The school achieves phenomenal success in local sporting competitions. Taking part in regular sporting activity contributes enormously to children's fitness and well-being. Children talk very enthusiastically about their residential visits and they value highly the opportunities they have for skiing and rock climbing.

The school hall is too small for the teaching of gymnastics for older children and lack of space in classrooms makes it hard for children to make models in design and technology and to do three-dimensional work in art and design.

Grade: 1

Care, guidance and support

Children are cared for exceptionally well. Parents are confident that their children are safe and well cared for while at school. The school carries out health and safety checks on a regular basis, and rigorous risk assessments before children go on residential or day visits. Links with parents are strong and they are very pleased with the way the school seeks their views and responds to questions and concerns. The recent introduction of *drop-in celebratory evenings* in each half term was in direct response to parents wanting more opportunities to share in their child's learning and to make judgements on their child's progress. The school gives very effective support for children with learning difficulties and disabilities.

Grade: 1

Leadership and management

Following the previous inspection in 1999, the governors gave the headteacher the challenge of turning a '*good school, with many very good features*' into an excellent school. The fact that this is now an outstanding school demonstrates that the challenge was met. The headteacher is an inspirational leader and totally committed to the children, for whom she wants the very best. She has exceptional skills in building a team to support her. As a result, children, staff, governors and parents all walk the same path towards excellence. There is no complacency in the school and the relentless drive towards further improvement and the recognition that the perfect school will never be achieved show why this school is outstanding. The local education authority holds the school in very high esteem and uses much of the teaching as examples of outstanding practice when providing in-service training for other schools. The school has a very strong partnership with parents and their satisfaction with the school is evident in the very high levels of agreement that it is succeeding, as shown in the results of the annual questionnaire given to them.

The quality of the school's self-evaluation is outstanding. This is a school that really knows itself. It knows its own strengths exceptionally well but, through its high-quality improvement plan, addresses areas it knows need to be further improved.

Governors make a significant contribution to the school's success because they know it well, especially its strengths, but they recognise there is always room to do better. They challenge the headteacher and staff through searching questions. Financial planning is outstanding and is aimed at improving the quality of education for the children.

Grade: 1

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INSPECTION JUDGEMENTS

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	
How well does the school work in partnership with others to promote learners' well-being?	1	
The quality and standards in the Foundation Stage	1	
The effectiveness of the school's self-evaluation	1	
The capacity to make any necessary improvements	Yes	
Effective steps have been taken to promote improvement since the last inspection	Yes	

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	1	
The <i>standards</i> reached by learners	1	
How well learners make <i>progress</i> , taking account of any significant variations between groups of learners	1	
How well learners with learning difficulties and disabilities make progress	1	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	1	
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	1	
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	
How well are learners cared for, guided and supported?	1	

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	1	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote a high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
The adequacy and suitability of staff to ensure that learners are protected	Yes	

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community.	Yes
The extent to which the school enables learners to achieve economic well-being	
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA
Education for all learners aged 14-19 provides an understanding of employment and the economy.	NA

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Longney CE VC Primary School
Chatter Street
Longney
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22 June 2005

Dear Children,

Thank you very much for making us feel so welcome when we visited your school recently. Although we were with you for only one day, we enjoyed our time in your school. We were pleased you like the school environment and being in the country, even though you told us there are *country smells* coming from the fields on some days. We were very impressed with the things we saw and here are some them:

- You work very hard in lessons and show great interest in your work.
- The standards you achieve in English, mathematics and science when you are in Year 6 are very good and place you in the top five per cent of all primary schools in England – very well done indeed!
- You like your teachers and headteacher because they help you with your work, especially if you get stuck; you also know you can talk to them if you are unhappy or worried about anything.
- You like WALT, WILF and TIBS because they help you to understand your work and why you are doing it.
- You really appreciate and enjoy all of the extra things the school gives you, including clubs and residential visits.
- Your behaviour and attitude to school are excellent and we were impressed with how polite and friendly you are to each other and to all the adults you meet.

To make your school even better, we feel that you deserve new classrooms and a proper hall so those of you in Years 3 to 6 can do gymnastics. We also think you need more space to be able to do more exciting projects in art and in design and technology. So we have asked your headteacher and governors to talk to all the people involved so that the plans that are in place to improve your school's accommodation can be acted on to give you a new building.

Thank you again for being so polite and friendly.

Yours sincerely,

David Curtis
Lead Inspector