



# Longridge Church of England Primary School

Inspection Report

**Unique Reference Number** 119568  
**LEA** Lancashire  
**Inspection number** 280595  
**Inspection dates** 4 April 2006 to 5 April 2006  
**Reporting inspector** Mr Dave Byrne

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

<b>Type of school</b>	Primary	<b>School address</b>	Berry Lane
<b>School category</b>	Voluntary aided		Longridge
<b>Age range of pupils</b>	4 to 11		Preston, Lancashire
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01772 782378
<b>Number on roll</b>	206	<b>Fax number</b>	01772 786034
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Dr Daniel Lamont
<b>Date of previous inspection</b>	1 July 2000	<b>Headteacher</b>	Mr Michael Collins

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 4 April 2006 - 5 April 2006	<b>Inspection number</b> 280595
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Longridge Church of England School is an average-sized primary school. Children's attainment on entry is average and almost all children are of white British origin. The proportion of children eligible for free school meals and identified as having learning and behavioural difficulties is below average. An above average percentage of pupils have statements of special educational need, mostly for physical difficulties.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that accurately evaluates its own strengths and weaknesses. As a result of good leadership and management that is strong and effective, and good teaching, children's achievement is good. Progress is good across the school and children reach above average standards at the end of each key stage. Effective provision in the Reception class gives a good start to children's education. In Key Stages 1 and 2, recent improvements to teaching, coupled with innovations to the curriculum, are raising standards. This is especially the case in writing. More able children, however, do not reach their full potential as measured by their performance in national tests. Outstanding spiritual, moral, social and cultural development contributes to exemplary behaviour, attitudes and relationships. The children's love of school is reflected in high attendance rates. All children are very well cared for with good support for those with learning, behavioural and physical difficulties. Children know how to be healthy and safe. Although assessment is good overall, children are not involved enough in setting their own targets for improvement and assessing how well they reach them. A good curriculum inspires children, enriched by a wide range of educational visits and extra-curricular activities. The school is at the heart of the community. Excellent partnerships with the church, parents, grandparents and local schools add immeasurably to the quality of education. Good progress has occurred since the last inspection and the school gives good value for money. Its capacity for continued improvement is good.

not applicable

### What the school should do to improve further

- Raise the performance of more able children so that they achieve their full potential.
- Involve all children in their own assessment and self-evaluation.

## Achievement and standards

### Grade: 2

Achievement is good. From average attainment on entry, children progress well and reach standards that are above average overall. In the Foundation Stage, children make good progress and a significant number exceed expectations by the start of Year 1. Progress in Key Stages 1 and 2 has recently improved from satisfactory to good. Better use of assessment, innovations in the curriculum and raised expectations for the more able are lifting standards. The current Year 6 is well set to meet its target for the proportion exceeding national expectations (Level 5), but expectations of higher attaining children are not always high enough. Standards at the end of Year 2 have been average in recent years. Improvements in teaching have resulted in standards rising so that they are currently above average. Writing in particular has improved. Children with learning, behavioural and physical difficulties make good progress towards the targets in their individual education and care plans. Children also do well in

information and communication technology (ICT), art and design, and music and enjoy success in sport.

## **Personal development and well-being**

### **Grade: 1**

Children's outstanding personal development is at the heart of the school's work. Very high attendance reflects the children's love of learning. They feel that there are 'lots of great activities that make lessons fun'. Spiritual, moral, social and cultural development is outstanding. Excellent behaviour, attitudes and relationships create a very happy school in which children feel valued, safe and secure. Children become mature, confident and caring individuals. They have very good social skills and willingly take on a diverse range of responsibilities, for example, showing care for the environment through their recycling activities. Children know how to stay safe and live healthily. Their views are valued. The school council involves children in making decisions and proudly describes how the council has improved playtime activities. The children's contribution to the community is outstanding. Their awareness of others less fortunate than themselves is exemplified by their efforts to raise funds for many causes. Children have a very good understanding of their own culture and a sound awareness of the richness and diversity of our multi-cultural society. Good personal and academic development prepares children well for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good across the school. A good balance is struck between directing children, and expecting them to think for themselves. In the Foundation Stage, staff successfully capture children's imaginations and engage their interest. In the rest of the school, lessons are lively and exciting and often exploit children's good ability to use their initiative. In a Year 3 lesson, for example, children displayed advanced levels of independence as they became engrossed with investigating force using elastic bands and toy vehicles. Outstanding classroom displays reinforce learning and value children's efforts. Lesson planning is good overall and opportunities are given for children to apply their skills of speaking, writing, numeracy and ICT. Recent improvements in resources for ICT contribute to the teachers' good use of computers to bring learning alive. Across the school, well-qualified teaching assistants give good support to children with learning, behavioural and physical difficulties. At times more able children are not challenged enough and this holds back elements of their progress. Staff's commitment to professional development develops further their good knowledge and skills and benefits children's learning. Assessment is good in the Foundation Stage and in English, mathematics and science in Key Stages 1 and 2. It is wisely used to improve the quality of planning. Marking is generally effective. Variations between classes in expectations for children to get involved in their own assessment reduce the effect of children's self-assessment on raising standards.

## **Curriculum and other activities**

### **Grade: 2**

Children benefit from a good, innovative curriculum which places spiritual, moral, social and cultural development at the heart of the school. The needs of children in Reception are effectively planned for. In Years 1 to 6, imaginative planning inspires and motivates children. Standards in literacy, numeracy and ICT benefit from a good allocation of curriculum time and a particular emphasis is given to sport and music. Increasingly, subjects are linked together to add relevance to learning and boost standards. A theme for the whole school on the Winter Olympics enhanced learning very successfully by enabling children to apply their skills and knowledge to new situations. Good provision exists for children with learning, behavioural and physical difficulties and provision is satisfactory for the more able. Personal, social and health education and citizenship are effectively planned for children's personal development. A wide variety of educational visits and extra-curricular clubs enrich many aspects of the curriculum.

## **Care, guidance and support**

### **Grade: 2**

Care, support and guidance are good. There is an exceptionally caring ethos with good pastoral care, guidance and support. Child protection and all other risk assessments are securely in place. Children say they feel safe and secure and bullying is almost unheard of. They know that there is always an adult to turn to about any worries or concerns. Children with learning, behavioural and physical difficulties are very sensitively supported by highly skilled staff, ensuring these children are fully included in all aspects of school life. As a result, they make good progress towards the targets in their individual education and care plans. Academic assessments are good but not all children are involved enough in assessing their own learning. Parents are very pleased with the school's provision and the levels of care and support for their children.

Grade: 2

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher provides a strong, educational direction and a vision which values every child. A strong senior leadership team, supported by a skilled school administrator and effective site manager, ensures that the school runs very efficiently. Strong teamwork between staff, parents and governors results in children achieving well, both personally and academically. Accurate school self-evaluation, based on a regular review of all available information, identifies meaningful targets for school improvement. Recent changes in curriculum planning have, for example, boosted the standards overall and in particular in writing. Effective staff development keeps everyone up to date so that major investments, for example in ICT, successfully impact on standards. All subjects are well managed and the management is also good for children with learning, behavioural and physical difficulties

and those in the Foundation Stage. The budget is wisely spent to give good value for money. Good governance makes sure that the school meets all statutory requirements. It keeps a close eye on the school's performance and is very aware of the school's strengths and weaknesses. The leadership and management of the school have good capacity for future improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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

## Text from letter to pupils explaining the findings of the inspection

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5 April 2006

Dear children

It was a delight to join you all for two days. In that time we developed a very positive view of you and your school. Your behaviour is superb and the way you care for others is exemplary. In lessons you work hard, think for yourselves and usually try your best. The way that you all want to help each other and do jobs around school is commendable. You are lucky to have such caring teachers who work hard to give you exciting lessons. They make really good use of educational visits, and we wish we could have had such a good range of extra-curricular clubs when we were at school!

You do well in most aspects of your work. You are particularly good at English, mathematics and science, but also do well in information and communication technology, physical education and music. Staff are very helpful indeed when you need help and support. At times, however, you could be more involved in making your own targets for improvement and then assessing how well you do in reaching them. Even though standards are good, we feel that for some of you, the work is not always hard enough. We have asked the school to give more challenge at times in lessons.

Your school is at the heart of your village. Your actions to help others, and to welcome helpers of all ages, gives the school a wonderful community feel. Your headteacher knows you all very well and together with an excellent administrator and enthusiastic group of teachers and teaching assistants, he makes sure that you get a really good deal at school.

We hope that you all continue to enjoy school life and wish you the very best for the future.

Yours sincerely

David Byrne and Doreen Davenport

(Your inspectors)