

Longthorpe Primary School

Inspection report

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| Unique Reference Number | 110736 |
| Local Authority | City of Peterborough |
| Inspection number | 310404 |
| Inspection date | 20 November 2008 |
| Reporting inspector | Sue Hall |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 416 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mr Adrian Kirby |
| Headteacher | Mr Brian White |
| Date of previous school inspection | 17 January 2005 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Bradwell Road Longthorpe Peterborough Cambridgeshire PE3 9QW |
| Telephone number | 01733 265959 |
| Fax number | 01733 265852 |

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|--------------------------|------------------|
| Age group | 4–11 |
| Inspection date | 20 November 2008 |
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Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: whether all groups of children and particularly those of Pakistani heritage achieve all they can; if teachers make full use of assessment information to challenge all groups of children; and whether the monitoring of the school is rigorous enough and identifies accurately areas for further improvement. Evidence was gathered from lessons, discussions with the headteacher, senior staff, governor representatives and groups of children. A range of documents and samples of the children work were also scrutinised, as were parental responses to the inspection questionnaire.

Other aspects of the school's work were not investigated in as much detail, but inspectors found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a larger than average sized primary school in Peterborough that is popular and over subscribed. The proportion of children eligible for free school meals is below the national average, as is the number with a range of learning difficulties and/or disabilities. Almost half of the children are from a range of different backgrounds with most of these being of Pakistani descent. About a third of children are at the early stages of learning English. The school's provision for children in the Early Years Foundation Stage (EYFS) is in two parallel Reception classes. The school holds Healthy Schools, Activemark, Information and Communication Technology, Community Cohesion and Investors in People awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school where there is a real buzz of enjoyment and success. This judgement matches that of the school's overall evaluation of its own effectiveness and shows it knows itself well. Children really enjoy coming to school and love the range of activities available. The large majority of parents are very pleased about the quality of education and care provided. As one family notes they 'would strongly recommend the school to others ...it is very inclusive ...and has an exciting range of extra learning opportunities'.

Instrumental to the many improvements made since the last inspection has been the quiet but very determined leadership of the headteacher, which is outstanding. In his role as assessment coordinator, he has an excellent grasp of individual standards and the trends in achievement. Senior staff and class teachers use the information collated from regular checks of progress to provide support where it is needed, and ensure lessons are interesting and challenging. The enthusiastic deputy and a well-informed senior leadership team challenge and support decision making very effectively. This monitoring and evaluation of the work of the school is excellent and a key reason that the school has continued to move forward. Governance is also outstanding. Some long-serving governors have an excellent understanding of their responsibilities and could serve as a role model to other governing bodies. The whole of the really well informed leadership team has an excellent approach to school improvement through a determination not to sit on their laurels but to seek continually further improvement, including to the cramped school building. Overall leadership and management are outstanding as is the capacity for further improvement.

When children enter the school they have very mixed skills that largely match the expectations for their age. While many are initially at the early stages of English, they receive excellent support and make considerable progress. At the end of Year 2 standards are above average. However, within this overall success Pakistani children appear to make less progress than other groups. The school recognises that this is because many are initially at lower levels of English than other children. The school assesses children's needs very well and provides an excellent programme of support that makes the best use of the bilingual abilities of some very skilled support staff. This enables Pakistani children to catch up with other groups mid-way through Key Stage 2, so that by the end of their time in school all children achieve extremely well. At the age of eleven standards are well above national averages and sometimes exceptionally high. For instance in 2008 national tests over half the children achieved Level 5 in English, mathematics and science with almost 80% achieving above the national average in reading. Boys and girls do equally well and those with additional needs make excellent progress towards their targets. Overall, children, staff and parents can feel justifiably proud of the standards achieved and the excellent progress made at Longthorpe!

The personal development and well-being of the children, including their spiritual, moral, social and cultural development, is outstanding. Children's behaviour is excellent as is their enjoyment of school. Most feel very happy and secure in school. Children know how to keep themselves and others safe and that misbehaviour or bullying will not be tolerated. There are many opportunities for them to take on responsibilities in class, the school and wider community. This is because leadership is so outstandingly successful in uniting the different groups of children, staff and parents in supporting the school and wider community. The school helps children develop a good understanding of healthy lifestyles including how to eat healthily.

However, staff recognise there is more to do to persuade some families of the benefit of healthy packed lunches. Attendance is above average but affected by holidays taken in term time.

The quality of teaching and learning is outstanding overall and reflected in the high standards achieved. The planning of lessons is very effective because it is based securely on the excellent range of assessment information available. This ensures there is a high but appropriate level of challenge for groups of different abilities. Teachers explain things well to the children. There is very good pace to many lessons and a very effective match of task to children's understanding. This leads to rapid learning and a depth of understanding that is impressive in several areas.

Curriculum planning is excellent, a real strength of the school. Staff have worked very hard to make lessons and topics interesting to the children. This was exemplified in Year 4 where children were enthused by turning their classroom into an Egyptian museum including showing other children the artefacts they had made as part of their study. Here children were pleased to talk about their work and what they had found out, promoting their confidence and learning well. The school also enriches learning through an excellent range of visits, visitors and extra-curricular activities. While a small number of parents have concerns about the cost of visits, the children speak with enjoyment about how well these support their learning.

The care, guidance and welfare of children is outstanding. The headteacher, teaching and support staff know everyone very well and form strong relationships with the children, which is impressive in such a large setting. The school is particularly effective in helping children deal with emotional difficulties, such as those coping with bereavement following the recent untimely deaths of staff, parents and children. The school works very successfully with a wide range of external agencies and local groups, which helps unite the local community very effectively. The school is fully inclusive and works hard to help children develop awareness of their own and other cultures. This coupled with high levels of achievement helps children prepare very well for their future. There are very effective checks of all who help in school. Academic guidance is excellent and has a very positive impact on standards and achievement. Children know their individual targets and through very good feedback recognise what they have to do to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The quality of provision for the youngest children is good. With a new teaching team in place from this term and with the staff working enthusiastically together to embed day-to-day procedures, there is plenty of potential to improve further. Children enter the two Reception classes with very mixed skills and early learning experiences. Their personal development and care, guidance and support are excellent. This enables them to settle well and make good overall progress. A key priority is to improve children's skills in English. Therefore, there are many activities where children work with others in imaginative tasks that encourage them to talk to others. This is illustrated in the fun and enjoyment when exploring the inside of a very large cardboard box, which they describe animatedly to others as part of their work on the letter 'b'. The curriculum is good with a well-considered balance of adult-led and child-chosen activities. Teaching and learning are good although occasionally children have to listen to adults for a little too long. Staff newly appointed to their roles in the EYFS are supported well by the mentoring role of the deputy head who is working alongside them to develop their practice and help in day-to-day activities. This is a very effective procedure, which is beneficial to children and staff and gives the leadership team first hand knowledge of provision for the youngest children.

What the school should do to improve further

- Embed the many recently introduced changes in the EYFS to ensure consistency of approach.

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Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 1 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 1 |
| How effectively is provision in the EYFS led and managed? | 1 |

Achievement and standards

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

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

Personal development and well-being

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|---|---|
| How good are the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 1 |
| The extent to which learners enjoy their education | 1 |
| The attendance of learners | 2 |
| The behaviour of learners | 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

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|--|---|
| 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

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| 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 high quality of care and education | 1 |
| How effectively leaders and managers use challenging targets to raise standards | 1 |
| The effectiveness of the school's self-evaluation | 1 |
| How well equality of opportunity is promoted and discrimination eliminated | 1 |
| How well does the school contribute to community cohesion? | 1 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 1 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Annex B**Text from letter to pupils explaining the findings of the inspection**

21 November 2008

Dear Pupils

Inspection of Longthorpe Primary School, Peterborough PE3 9QW

Thank you very much for looking after us when we visited your school recently. We very much enjoyed speaking to several of you and meeting you in lessons, at lunchtime, in assembly and when Mrs Brewster spoke to the school council. We think your school is outstanding. Hurrah! There is a real buzz of success, so you might even think of changing the logo from a hedgehog to a bee!

These are some of the best things we found.

- Mr White and all the staff are excellent at looking at what you do and what might need improving.
- Your school is really good at welcoming and supporting you all and makes sure any of you who need a bit of extra help get it - and quickly.
- Your behaviour is excellent and you try hard with your work.
- The curriculum is outstanding and the staff plan lots of really interesting things to do and find out.
- The school works very effectively with lots of groups in the community to make sure everyone feels proud to be associated with Longthorpe Primary.
- You all work really hard, make great progress and achieve high standards. Well done!

To help things to improve even further we have asked that:

- Staff in the Early Years Foundation Stage provide even more activities where you find things out for yourselves.

There isn't really much else that needs to be improved. However, to help your school continue to be outstanding, please carry on working really hard and encourage your parents and carers to provide you with healthy packed lunches!

Yours sincerely

Sue Hall

Lead inspector