

# Longleaze Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	126262
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	315461
<b>Inspection dates</b>	26–27 November 2008
<b>Reporting inspector</b>	Bogusia Matusiak-Varley

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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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	215
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter White
<b>Headteacher</b>	Peter Cousins
<b>Date of previous school inspection</b>	1 February 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Byron Avenue Wootton Bassett Swindon SN4 8BA
<b>Telephone number</b>	01793 849251
<b>Fax number</b>	01793 840023

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<b>Age group</b>	4–11
<b>Inspection dates</b>	26–27 November 2008
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## **Amended Report Addendum**

Report amended due to factual inaccuracy

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school has an above average percentage of pupils with learning difficulties and/or disabilities. These pupils' needs are mainly related to speech and language, behaviour and moderate learning difficulties. The school manages an integrated Specialist Learning Centre on its site for pupils whose needs are complex and who have statements of special educational need. These pupils are taught in classes in the main school for about half of each week. The vast majority of pupils attending the school are of White British backgrounds. A very small percentage of pupils come from Japan, Malaya, Germany and the region of Bengal. The present headteacher took over responsibility for the school in April 2007 and the deputy headteacher was appointed shortly afterwards. Most of the members of the senior leadership team joined the school at the same time as the headteacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. It has good features in its promotion of pupils' personal development and well-being. Pupils are rightly proud of their school. 'We are listened to and staff support learning,' said one member of the school council. Pupils have good relationships and good systems are in place to promote their safety and emotional well-being. 'Our children love coming to school,' said one parent speaking for many, adding that 'they are well cared for and supported in learning'. The headteacher and new leadership team are providing the school with a clear educational direction. They are taking effective action to improve pupils' achievement and to raise standards.

Standards are just below average. Pupils' achievements are satisfactory in relation to their starting points, which are generally a little below the level expected on entry to the Early Years Foundation Stage (EYFS). In reading, standards are average throughout the school and pupils' achievements are good as a result of the recently implemented teaching of guided reading. A focus on problem solving in mathematics is accelerating progress in this subject. While achievement in writing is improving, there are too many occasions when valuable opportunities to develop writing in subjects other than English are missed. As a result, writing standards are lower than those in reading. Pupils make satisfactory progress as they move up from one year to the next. However, there is some inconsistency in the rates of progress of pupils with statements of special educational need and the more capable pupils. This is because information from assessment is not always used fully to move these pupils' learning on.

Provision for children in the EYFS is satisfactory. Children make good progress in personal, social and emotional development and their achievement in other areas of learning is satisfactory. At times, however, there is insufficient attention to the development of early writing skills. There are also some weaknesses in planning for learning using the outdoor environment.

Teaching and learning are satisfactory across the school. Staff are implementing the guidance offered as a result of senior leaders' good monitoring of teaching and learning. This is bringing some improvements. Planning is thorough but it is not structured well enough to show the different expectations of pupils of differing abilities, especially those with statements of special educational need and more capable pupils. This results in these pupils not always being challenged sufficiently.

The curriculum is satisfactory. It is enriched with a good range of extra-curricular activities. Its strong emphasis on personal, social and health education contributes to pupils' good attitudes and behaviour and good attendance. Pupils have a good understanding of how to stay safe, eat healthily and participate in community and school events. They are satisfactorily prepared for their next steps of education and their future lives. Care, guidance and support are satisfactory, but pastoral care is more developed than academic guidance.

School leadership and management, when taken at all levels, are satisfactory. The headteacher and deputy headteacher form a strong partnership. They are resolute in raising expectations and accelerating pupils' progress. Subject leaders and the EYFS leader are not yet fully aware of how to use assessment data to accelerate pupils' progress. However, new systems for tracking progress and ensuring accurate assessments have been implemented. These have the potential to improve the use of assessment in meeting pupils' needs. The school has sound capacity to improve, as shown in particular by pupils' recently increased progress in reading and the development of the new tracking systems. The school is a harmonious community where pupils

develop sound skills of citizenship and have a growing awareness of the various, faiths, customs and beliefs that make up their local community.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Children's achievement is satisfactory. Their welfare is of paramount importance to the staff. As a result, they achieve well in personal, social and emotional development. This makes a strong contribution to their good attitudes and behaviour as they move up the school. By the time children start Year 1, they attain standards just below those expected nationally of children of this age in all other areas of learning. Teaching and learning are satisfactory overall but, on occasions, adults do not pay enough attention to helping children form letters correctly and to developing a sound foundation in early writing.

Satisfactory planning ensures that children have access to all areas of learning. However, planning for learning and development outdoors misses opportunities for children to choose and initiate activities themselves. Staff regularly assess children's learning but do not yet analyse their findings thoroughly to support curriculum planning. Parents are justifiably very pleased with the good quality of relationships within the Reception classes and the way in which they are kept informed of what their children learn during the week. The EYFS provision is satisfactorily led and managed.

### **What the school should do to improve further**

- Raise standards in writing throughout the school and, in particular, ensure that pupils have more opportunities for writing in other subjects.
- Improve opportunities for the development of children's early writing skills and for learning outdoors in the EYFS.
- Ensure that full use is always made of assessment information to provide all pupils with the right level of challenge, including those with special educational needs and the more able pupils.
- Develop the role of subject leaders and the EYFS leader, particularly their knowledge of how to use assessment data to develop pupils' learning.

A small proportion of schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before the next Section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Overall standards are just below average. In reading, standards are higher than in other subjects and are average. Pupils' achievements are satisfactory. Progress is beginning to accelerate and standards are starting to rise because of action taken to improve the learning opportunities for pupils. This is particularly evident in the effectiveness of the strategies to improve reading. It is also apparent in the impact of the increased focus on games and problem solving in mathematics, which is helping pupils to develop better skills and understanding in this subject. Writing is the area in which improvement is most needed now. Action has begun but there is still further to go. In Years 3 to 6, standards in writing are improving due to the guidance staff have received from the deputy headteacher. Across the range of their work in general, there is inconsistency in the progress of more capable pupils and those with statements of special

educational need. Overall, the achievement of other pupils with learning difficulties and/or disabilities is satisfactory.

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

### **Grade: 2**

Pupils are kind and considerate. Their spiritual, moral, social and cultural development is good. Pupils make a good contribution to the local and global community. They sing at homes for senior citizens, collect for charities and put into practice what they learn about how to look after the environment. They have good self-esteem and know that their ideas and contributions are valued by the school. 'We are listened to by our headteacher. He asks us what we think and how we can improve our school', said one boy from Year 5. 'This school helps us make the right choices', he added. Pupils are confident and articulate. They know how to keep safe and how to deal with bullying should it arise, although they say that such situations are rare. Pupils are aware of dangers and the importance of safety in and outside school. They know a good deal about healthy lifestyles and talk keenly about the 'Wake and Shake' exercise and dance sessions each morning. They point out that these sessions 'get you motivated before you get to lessons'. Nevertheless, pupils' skills of independence, particularly as learners in lessons, are limited by the lack of resources, such as computers, which the school is rectifying.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. Teachers give good explanations and manage behaviour well. There are some pockets of good teaching where progress accelerates because teachers match tasks well to pupils' needs through accurate use of assessment data. This is particularly the case in the recent teaching of writing in Years 3 to 6. In these lessons, pupils work hard and with enthusiasm. However, this good use of assessment is not evident across the school. As a result, the more able pupils and those with statements of special educational need are not always given the level of challenge that they need. Teachers mark work regularly but do not always use marking as a means of guiding pupils to improve their performance. The recent introduction of highlighting pupils' work in green and pink is having a positive effect on pupils' skills of self-assessment. Nevertheless, the small steps that pupils need to take in order to make accelerated progress are not always referred to in lessons.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum meets the needs of the pupils adequately and covers all required subjects. The school recognises, however, that teachers need to identify more clearly in the curriculum planning what the expectations are of different groups of pupils, particularly the more able and those with special educational needs. Within the curriculum, there is particularly strong attention to pupils' personal, social and health education and this contributes much to their good personal development and well-being. Pupils are provided, for example, with good opportunities to improve their understanding of healthy and safe lifestyles. Pupils learn about French and Spanish culture. Personal qualities are successfully developed through a wide range of extra-curricular activities, especially sport. There are too few opportunities, however, for pupils to develop skills in writing in subjects other than English.

## Care, guidance and support

### Grade: 3

The pastoral care of pupils is good and contributes to their personal development and well-being. Pupils know that they are kept safe due to well-implemented safeguarding systems. Thorough attention is paid to risk assessments, and first aid arrangements are good. Pupils say that behaviour is managed well and they know what to do if they have any concerns. Induction arrangements for pupils starting in the EYFS and support for those moving on to other schools are well organised. Good links exist with a range of agencies such as the educational psychologist, behaviour support services and local secondary schools. Academic guidance for pupils is satisfactory but not all staff offer explanations to pupils as to how they can overcome their sticking points in learning.

## Leadership and management

### Grade: 3

The headteacher has established a very clear educational direction for the school, based upon thorough and accurate evaluation of the school's strengths and areas for development. He has high aspirations which are effectively put into practice. The deputy headteacher has worked wonders in improving the teaching of reading throughout the school in a short time. She is now tackling writing, with good effects already seen in Years 3 to 6. Subject leaders are developing their monitoring and evaluating skills and consequently their impact on school improvement is not yet as effective as it could be. They do not have a strong understanding of how assessment data can be used to improve pupils' progress. As a result, the school's present capacity to improve is only satisfactory even though self-evaluation by senior leaders is strong. Governors fulfil their statutory duties and are dedicated to implementing the headteacher's vision for the school. Governors do not, however, check up thoroughly on the impact of their spending decisions on pupils' progress. Community cohesion is promoted satisfactorily, as seen in pupils' sound awareness of local and global communities.

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**Annex A**

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
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?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<sup>1</sup>Grade 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

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

1 December 2008

Dear Pupils

Inspection of Longleaze Primary School, Swindon SN4 8BA

Thank you for making our recent visit to your school such a pleasant experience. We enjoyed visiting your lessons, looking at your books and talking with you. We think that your school is satisfactory and improving and that you are well on the way to attaining higher standards. You are doing well in reading. Well done! I am sure that once the new library is finished, you will have lots of lovely new books to read.

We saw that you behave well and have good attitudes to learning. Your attendance is good. You are making satisfactory progress, but those of you who find learning difficult and those of you who find learning very easy are not always stretched enough in lessons. You need to tell your teachers when you are not being challenged so that they can give you work that is more appropriate. We have asked your teachers to help you all get to higher standards in writing. For the youngest of you, this means that you need to practise your letter formation skills. For those of you who are older, we have asked your teachers to give you more opportunities for writing in subjects other than English and to help you understand the next steps you need to take in order to improve your writing. You can help by paying more attention to teachers' marking. We have also asked the school to develop the outdoor activities for the younger children. Some of your teachers have responsibility for other subjects. We have asked them to look more closely at your progress. This will enable them to help you to learn at a faster rate.

We thoroughly enjoyed our stay with you. Please thank your parents for taking the time to talk to us and to fill in the questionnaires.

Yours faithfully

Bogusia Matusiak-Varley

Lead Inspector