

# Longden CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	123546
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	340363
<b>Inspection dates</b>	13–14 July 2010
<b>Reporting inspector</b>	David Driscoll

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	88
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	William Higgins
<b>Headteacher</b>	Chris Tay
<b>Date of previous school inspection</b>	16 January 2007
<b>School address</b>	Plealey Lane Longden Shrewsbury
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## Introduction

This inspection was carried out by two additional inspectors, who observed nine lessons, taught by three teachers. Meetings were held with parents and carers, pupils, governors and staff. Inspectors observed the school's work, and looked at the school's assessments of pupils' attainment and progress, results of the school's own checks on the quality of provision and documents relating to planning for the school's future. They also scrutinised the results of the 69 responses to the parental questionnaires, alongside responses to the pupils' and staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the apparent decline in attainment in recent years had been halted
- how well information from assessments is used to set challenging work for the more able pupils in mathematics
- the extent to which the school's leaders use information about pupils' progress when evaluating the school's effectiveness.

## Information about the school

This is a small school. Although the number on roll has fallen by more than 10% since the school was last inspected, the number of pupils has now stabilised. The proportion of pupils known to be eligible for free school meals is average. Almost all pupils come from a White British background. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is usually below average, although currently it is average. The school has won several awards for its work, most notably Activemark, Artsmark and the Progress Award for Personal and Social Development. During the inspection four members of staff, including two teachers, were on a residential visit with pupils in Years 3 and 4. This resulted in one class being taught by a short term supply teacher.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory education for its pupils. Its strengths lie in the good guidance and support provided to pupils, which ensures that most aspects of their personal development are good. Some aspects are outstanding. Pupils feel exceptionally safe and well looked after. There have been no incidents of bullying recorded for a very long time, because pupils feel they are part of a big happy family, where everyone keeps an eye out for each other. Pupils' spiritual and moral development are outstanding. They make use of biblical texts, for example, when drawing up the school rules or choosing a charity to support. They demonstrate a great deal of respect for others and interest in beliefs that differ from their own.

Learning and progress are satisfactory. Children do well in Reception from their below average starting points so that most reach the goals expected of their ages on entry to Year 1. Pupils make satisfactory progress in other years to leave with attainment that is broadly average. Progress is good in English, and satisfactory in mathematics and information and communication technology (ICT). In English, pupils are given tasks that are well matched to their ability, and have plenty of opportunities to develop their skills in other areas of the curriculum. The good links with parents and carers help to support their children's work at home, and this is particularly effective in ensuring pupils quickly learn to read well in Years 1 and 2. In mathematics, on the other hand, pupils often spend too long on the introduction to the lessons on tasks that are aimed at the highest attainers, which leaves middle and lower attainers confused. Pupils receive good verbal feedback on what to do next in lessons, but inconsistent marking of their written work leaves some unsure about how well they are doing, or how to improve. Unlike English, pupils do not have enough opportunities to use their mathematical and computer skills in other subjects, and the outdated ICT equipment slows their progress still further.

The fall in the number of pupils has led to the headteacher spending almost all his time teaching, leaving insufficient time to carry out his management role as well as he has done in the past. Checks on teaching, for example, are highly accurate, but are no longer followed up to ensure improvements have been made. Data is analysed, but not in as much depth as was previously the case, so the school's leaders, including governors, are not able to identify emerging trends as quickly as they used to. Priorities for improvement are entirely appropriate but targets are not sufficiently detailed to show what impact on pupils' achievement is expected as a result of actions taken.

Nevertheless, the school has satisfactory capacity for improvement because self-evaluation is reasonably accurate, and when leaders take actions, they are successful. Above all, there is a good team spirit in the school, with all staff keen to improve and provide the best for all pupils. For example, the downward trend in

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attainment and achievement has been halted, and attainment is starting to improve again.

### What does the school need to do to improve further?

- Improve the progress of pupils, especially middle and lower attainers, in mathematics by:
  - moving more quickly onto tasks that are suitably challenging for their individual abilities
  - providing more opportunities for pupils to use their mathematical skills in other subjects
  - consistently providing pupils with good quality written guidance on how well they are doing, and how to improve further.
- Ensure the headteacher has sufficient time to:
  - follow up checks on teaching in order to make certain that improvements are firmly embedded
  - analyse data from assessments to identify trends in achievement at the earliest stage possible
  - evaluate the success of actions to improve against measurable criteria.
- Improve the progress of pupils in ICT by:
  - providing more opportunities for pupils to use their computer skills in other subjects
  - improving the quality of resources available.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### Outcomes for individuals and groups of pupils

3

The great majority of pupils, including those with special educational needs and/or disabilities, enjoy their time at school and achieve satisfactorily. They look forward to lessons, and this is reflected in their above average attendance. In the lessons observed by inspectors, pupils wanted to do well and took pride in the presentation of their work. They liked getting to grips with problems, often with a healthy degree of competitiveness, and this is where their good social skills shone through in mature discussions. Older pupils often remained engaged and behaved exceptionally well, even if the work was not suitable for them. However, younger ones let their attention wander in these circumstances. On some occasions, such as when they had to sit on the carpet for too long, they would sometimes start to distract those around them. In recent years, higher attainers have not always made as much progress as they should have done in mathematics. During the inspection it was clear that these pupils are now making satisfactory progress. However, the middle and lower attainers did not always make the

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progress they should in lessons, because they became confused by work that was too difficult for them. Progress in art and music is particularly good, and rightly recognised by awards and the exhibition of pupils' work at some of the country's top art galleries. Pupils' excellent understanding of safety is reflected in the consistently safe way they use the internet. They have a good understanding of how to stay healthy through their active participation in sport and making healthy choices. Pupils' good social development is reflected in their good behaviour and good relationships with others. Pupils play a good role in the school community, leading several committees. They rightly feel that they have a voice in school, and that their opinions will be taken seriously. Outside of school, they have played an important role in contributing to the Parish Plan. Although their attendance is above average, pupils are satisfactorily prepared for the next stage of their education because their attainment is broadly average and they make satisfactory use of their basic skills in other subjects.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Throughout the school, pupils get on well with their teachers, and want to do their best

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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for them. In English lessons, there is usually a brief recap of what has been done before, before the teacher clearly explains what pupils will be doing next. They are given tasks according to their ability, and are soon diligently working. Mathematics lessons follow a similar pattern, but the introduction often takes much longer, up to half the lesson, so less work is completed. Teachers use their knowledge of pupils' prior attainment in mathematics to set tasks which accurately meet the needs of all groups of pupils, but those used in the introductions are sometimes too difficult for middle and lower attainers, which has a negative impact on their learning

There is a strong emphasis on developing literacy within the curriculum, with many examples of pupils' work on display, especially combining their art and writing. However, there are very few displays of pupils' work from mathematics or ICT, reflecting the more limited opportunities to make use of these skills in topics. Pupils are very enthusiastic about the many opportunities for sport available to them, and much enjoy the opportunity to debate moral and spiritual issues raised in assemblies. The school provides a friendly and welcoming environment. Pupils receive good guidance and support for their move to secondary school. Pupils have great confidence in staff, and their friends, to provide the support they need with any problems. The school has had notable successes with integrating individual pupils with special educational needs and /or disabilities. They receive good support, so they quickly settle to school life and are soon filling any gaps in their learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Several aspects of leadership and management are good in terms of driving the school forward. The governing body is very supportive of the headteacher and all involved with the school want it to return to its previous position of strength. When monitoring activities take place, they paint a very clear picture of the school's strengths and weaknesses. However, the time constraints placed on the headteacher mean that there are not enough of such activities, and the number of initiatives that can be tackled at one time is limited. The school took effective actions, for example, to boost the progress of higher attainers in mathematics, but did not realise, until recently, that the progress of other groups was in decline. Safeguarding arrangements are satisfactory and the school ensures that vetting procedures for staff are thorough and appropriate. Assessments of potential risk are carried out to ensure the safety and well-being of

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pupils. The school has a strong ethos of promoting equality, but there are gaps in the performance of groups, such as in mathematics.

Parents and carers hold the school in high regard, with many writing to say how much their children have benefitted from the school. Communications with them are particularly good, with an open door policy for any wishing to speak to staff. The range of partnerships remains wide, and is very strong with the local church. A very effective link has been forged with a local provider of after school care, with transport laid on, to enable pupils to continue their education after school. Community cohesion is now good. The school has audited its needs well, and drawn up a very good plan to meet them. Links with the local and international communities are effective and well evaluated and there is sound cover of national diversity through the curriculum.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children join the Reception year with knowledge, skills and understanding that are below those expected for their age. They make good progress in almost all areas of learning, so start Year 1 with attainment that is broadly average. Children feel safe and happy. They benefit from being in a class with older pupils, and find the more demanding work they are given fun and challenging. The strong emphasis on phonics ensures that they quickly learn the sounds that letters make, which in turn boosts their progress in reading. Staff are particularly effective at enabling children to speak clearly and accurately, by giving them many opportunities to talk and reminding them to use specific vocabulary correctly. The outdoor area has only just been opened and at



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present offers limited opportunities for children to develop their creativity through play. The curriculum provides a good balance of child initiated and teacher-led activities. The assessments of childrens' progress are accurate and moderated well among staff.

The good provision evident at the previous inspection has been maintained. Actions to improve have targeted specific areas, such as writing, and have been successful. Good leadership has ensured that all learning and welfare requirements are met. Links with parents and carers are very effective, both in providing them with information about their children's progress, and also in forging a partnership where education can be continued at home through reading and educational games for example. This is reflected in the very positive views expressed in returned questionnaires from parents.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

There was a high response to the parents' questionnaire. Parents and carers are very pleased with all that the school provides. There was high praise for the pastoral care provided by the school and the family atmosphere, both of which inspectors agree with. A few parents expressed concerns that behaviour was not managed well enough, and that the school was too spiritual. Inspectors found that behaviour was generally good. The school's provision for spiritual development was found to be a great strength of the school, with no negative effects at all.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Longden CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 88 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	71	17	25	2	3	0	0
The school keeps my child safe	54	78	14	20	0	0	0	0
The school informs me about my child's progress	39	57	26	38	2	3	0	0
My child is making enough progress at this school	36	52	30	43	3	4	0	0
The teaching is good at this school	44	64	21	30	3	4	0	0
The school helps me to support my child's learning	37	54	30	43	1	1	0	0
The school helps my child to have a healthy lifestyle	44	64	25	36	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	71	18	26	1	1	0	0
The school meets my child's particular needs	42	61	24	35	2	3	0	0
The school deals effectively with unacceptable behaviour	36	52	26	38	6	9	0	0
The school takes account of my suggestions and concerns	34	49	30	43	3	4	1	1
The school is led and managed effectively	49	71	15	22	3	4	0	0
Overall, I am happy with my child's experience at this school	57	83	11	16	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 July 2010

Dear Pupils

Inspection of Longden CofE Primary School, Shrewsbury, SY5 8EX

Many thanks for all the help you gave us when we recently visited your school. We very much enjoyed talking to you and learning about how you feel about your school. You told us how much you enjoy school, because of all the friends you have and because nobody is nasty to you. You all said how safe and well looked after you felt. We agree. Your school is like a big, happy family. All the staff take good care of you, and welcome your opinions. We were particularly impressed with how good you are at using messages from the Bible for 'doing the right thing' and from stopping yourselves from doing things that you know to be wrong. By the time you leave school, you are polite and well behaved young people that are a credit to your staff, parents and carers.

Overall we found that you are getting a satisfactory education. You get off to a good start in Reception, and then you make steady progress in the rest of the school. You make good progress in English lessons, where you are quickly given tasks that are just right for you, but progress is slower in mathematics and ICT. So, we have asked your teachers to make sure you make equally good progress in these subjects by moving you on to your individual tasks more quickly and giving you more opportunities to make use of your mathematical and ICT skills in other subjects. You told us that you did not always know how well you are doing in mathematics, so we have asked your teachers to point this out when marking your work, and also to tell you how to improve it. You get a bit fed up with the old computers, so we have asked the people who run the school to think about getting some new ones.

Your headteacher does not have enough time to do all the jobs that he has to do, as well as teaching a class. So we have asked the people who run the school to give him enough time to continue improving your school. You can help by continuing to try your best at all times.

Yours sincerely

David Driscoll

Lead inspector

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