

Longney Church of England Primary School

Inspection report

Unique Reference Number	115634
Local Authority	Gloucestershire
Inspection number	312007
Inspection dates	18 November 2008
Reporting inspector	Stephen Lake

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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	110
Government funded early education provision for children aged 3 to the end of the EYFS	16
Appropriate authority	The governing body
Chair	Mr Kevin Barnett
Headteacher	Mrs Barbara Taylor
Date of previous school inspection	21 June 2005
School address	Chatter Street Longney, Gloucester GL2 3SL
Telephone number	01452 720461
Fax number	01452 721131

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the achievement of pupils in reading at Key Stage 1 and of more able pupils in mathematics at Key Stage 2
- the improvement in information and communication technology
- teaching of reading and mathematics
- the status of planned improvements to the accommodation.

Evidence was gathered from:

- discussions with the headteacher, chair of governors, pupils and staff
- visits to classes
- scrutiny of pupils' work
- observation of other aspects of the school day such as break-time
- analysis of parents' questionnaires and school documentation, in particular data on pupils' progress, records of visits by other external assessors and minutes of meetings.

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

Description of the school

This is a smaller than average school. It serves mainly the villages of Longney, Elmore and Epney, but a large number of pupils travel considerable distances to attend. The school has Early Years Foundation Stage provision (EYFS) in the Reception class. Fewer pupils than average are from minority ethnic groups and no pupils have English as an additional language. The proportion of pupils entitled to free school meals is below average. The percentage of pupils with learning difficulties and/or disabilities is below average. These are mainly general learning difficulties or emotional and behavioural difficulties. The school has 'Healthy School' status and has also been awarded 'Activemark'. It is currently seeking recognition as an 'International School'.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Longney Church of England Primary School is outstandingly effective. All pupils, including those with learning difficulties, achieve very well due to the excellent provision and consistent focus upon improvement in everything the school does. The school has built effectively upon the great strengths noted at the previous inspection, not only maintaining high standards for many years, but also improving further. Parents are justly proud of all that the school does for their children. As one of them wrote, 'Longney School provides a caring, supporting and stimulating environment in which to learn.'

Children start school with skills similar to those normally found at that age. They make excellent progress in the EYFS and start Year 1 with well above average skills. Excellent progress continues throughout the school. By the age of seven, skills are already well above average although slightly better in writing and mathematics than in reading. By the age of eleven, standards are exceptionally high in English and science and above average in mathematics. Standards in physical education are well above average. Standards in information and communication technology have improved and are now above average. Despite these standards the school is not complacent. The very rigorous and extremely accurate self-evaluation procedures have identified areas to improve. For example, action is already in place to increase the proportion of pupils attaining above average standards in reading at Key Stage 1 and in mathematics at Key Stage 2.

Central to the success of this exceptional school is the excellent leadership of the headteacher. She has a very clear vision of how the school should develop and extremely high expectations of what pupils can achieve. She has developed a highly effective team of people all committed to the same ideals. The teamwork is incredible. Staff support one another very well and share ideas and expertise to the benefit of pupils. The headteacher is very good at delegating responsibility and supporting young staff as they develop their skills. This has enabled all staff to have a strong role in leadership within their areas. This distributive form of leadership not only encourages excellent teamwork, but also makes a huge contribution to the high standards achieved by pupils. Governors too, led by an experienced and highly effective chair, are committed to continual improvement. They work tirelessly for the benefit of the school and have made considerable progress in seeking improvements to the accommodation. Although this remains a problem for the school, governors, working with the headteacher, are successful in overcoming most of the difficulties through partnership with other schools and local parish councils. For example, the work to provide alternative ways of providing physical education has been extremely successful. The outstanding leadership and management, together with the significant improvement from the last inspection, mean that the school is extremely well placed to improve further.

The outstanding teaching ensures that pupils learn very well. Information and communication technology is used well to stimulate and motivate pupils. Teachers challenge their pupils through good questioning. Teaching assistants are skilled at working in partnership with teachers to provide gentle and effective support that keeps pupils learning. Teachers use information on how well pupils are doing to plan work that challenges and extends pupils, especially in English and science. Pupils like

the very clear and detailed marking that helps them know what they need to do to improve their work.

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. The very good quality curriculum provides many opportunities to support this important aspect of pupils' education. The wide range of extra activities, visits and visitors make learning interesting and enjoyable. Pupils really enjoy school and are keen to take part in all the activities provided. This, together with the efforts of the governors to improve attendance, has resulted in attendance now being well above average.

Pupils receive very good guidance on how to behave and look after themselves. As a result, behaviour is excellent and pupils have a very good understanding of how to stay safe. The good provision for health education in the curriculum and the very good guidance in this area ensure that pupils have an excellent understanding of how to stay fit and healthy. They eat healthy snacks and participate eagerly in the opportunities for sport as demonstrated by the success of the school teams. The focus on providing opportunities to learn about different cultures and beliefs ensures a very good understanding of community cohesion. The high focus on helping pupils look beyond their own environment is recognised in the school's efforts to gain 'International School' status. Pupils contribute very well to the smooth running of the school. In doing so they gain valuable skills that, together with the high standards and good information and communication technology skills, help them prepare very well for their future economic well-being.

The school cares for the pupils very well and works closely with outside agencies to support any vulnerable pupils. Capable and effective teaching assistants support all pupils well, especially those with learning difficulties, enabling them to make the same progress as other pupils. Systems for checking on the progress of pupils are rigorous and effective. The information gained is used well to set challenging targets for pupils especially English and science, although this is not yet as well developed in mathematics. The school has identified that providing an even more accurate picture of what pupils know, can do and understand, that builds up across the whole school including the EYFS, will enable teachers to set even more precise targets for pupils to challenge them more effectively, particularly in mathematics. Pupils appreciate the individual targets set for them and say that these help them understand what it is they have to learn.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The school rightly judges the EYFS to be outstanding. This area is led and managed very well. Children get a very good start in this school. The well-established routines help children new to the school to feel secure and cared for. The strong teamwork between teachers and teaching assistants ensures that the needs of the children are met consistently. The very positive relationships allow children to grow in confidence and build on their previous experience. All children make significant gains in their learning and achieve very well. Teachers are skilled at ensuring a good balance between direct teaching and opportunities for children to learn through purposeful play. The excellent teaching ensures that children start Year 1 very well prepared for

learning and with well above average levels of skills. A rich and stimulating environment is provided for children, and adults are responding well to the challenge of providing a varied curriculum. Nevertheless, the limitations on the accommodation make it difficult for teachers to provide as many opportunities as they would like to enable children to develop independence through outdoor play. Improving this area is a key element of the school development plan. The expertise and skill of the adults and the rigorous systems for checking on progress mean that all individuals are gently but effectively challenged to achieve of their best. The constant drive for improvement has identified that the way that information on children's progress is stored and presented could be further refined. This would set the tone for the rest of the school by starting a very precise and detailed record that can build through the child's time in the school.

What the school should do to improve further

- Further refine the high quality systems for checking on how well pupils are doing to ensure that pupils are challenged to do their very best in all subjects especially mathematics.
- Provide a greater range of opportunities for children in the EYFS to learn and develop through independent play outdoors.

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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?	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

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good is 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

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

¹ 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

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	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
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

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 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



19 November 2008

Dear Pupils

Inspection of Longney Church of England Primary School, Gloucester, GL2 3SL

Thank you for making us so welcome and talking with us when we visited your school.

We are very impressed by your school and think that it is excellent. We think that the school is quite exceptional in the way that it keeps improving and trying to help you learn even better. Here are some of the things we really liked.

- Your achievement is outstanding and you achieve exceptionally high standards especially in English and science.
- Your school makes learning interesting and fun because of the high quality of the activities provided for you. No wonder you like school so much.
- The school looks after you very well which is why you know how to stay safe and keep healthy.
- Your behaviour is excellent. You are polite and friendly and look after each other.
- The teaching is excellent. The school has very talented teachers who make learning enjoyable and interesting.
- You make a big contribution to the running of the school through the school council and other jobs that you do.
- The school is led and managed extremely well by your excellent headteacher and the outstanding governing body.

We have asked the school to do just a few minor things to make it even better:

- To make even better use of the information they have on how well you are doing to challenge you more in all subjects especially mathematics; you can help by talking to your teachers about how challenging you find the work that is set for you.
- To help those of you in the Reception class have more opportunities to learn and develop through outdoor play.

Thank you for your help again and congratulations on a wonderful school.

Yours sincerely

Stephen Lake, Lead inspector