

# Longridge Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	119568
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379839
<b>Inspection dates</b>	23–24 February 2012
<b>Lead inspector</b>	David Byrne

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>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	D Anderson
<b>Headteacher</b>	J Cooper
<b>Date of previous school inspection</b>	6 May 2009
<b>School address</b>	Berry Lane Longridge Preston PR3 3JA
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## Introduction

Inspection team

David Byrne  
Drew Crawshaw

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed eight teachers teaching 15 lessons, amounting to around seven hours in lessons. One lesson was a joint observation with the headteacher. Meetings were held with groups of pupils, members of the governing body and school staff. Inspectors observed the school's work, and looked at a range of documentation including records of the school's monitoring and evaluations, samples of pupils' work, pupils' progress data, the school's recording of behaviour incidents and documentation related to safeguarding pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. The inspection team received and analysed 106 questionnaires from parents and carers as well as questionnaires from pupils and staff.

## Information about the school

This is a slightly below average-sized primary school. Almost all pupils are of White British heritage and none requires support for speaking English as an additional language. The proportion of disabled pupils and those with special educational needs is below average. The percentage of pupils known to be eligible for free school meals is low. The school meets the current government floor standards, which set minimum expectations for pupils' attainment and progress. Since the previous inspection there have been changes to the staff team; a new headteacher took up post in September 2011 and a new senior leader was appointed in 2010.

Awards have been received for being a Healthy School. The school has gained the Church School Distinctiveness Award for Religious Education (RE).

A before and after-school club is available on site. This is privately managed and subject to a separate Ofsted inspection.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. The school provides pupils with high levels of care and the vast majority of parents and carers are right to be very satisfied with the good quality of education their children receive. It is not yet outstanding because, although teaching is good overall, there are some inconsistencies in its quality and attainment in writing is not as strong as in reading.
- Achievement is good. From starting points in Early Years Foundation Stage that are typical for their age, pupils make good progress. By the end of Year 6, attainment is consistently above average in English and mathematics. While pupils' attainment is above average in reading, this is not matched in writing. This is because pupils are given too few opportunities to write in a wide enough variety of circumstances and the quality of handwriting falls below the high standards seen in many other aspects of work.
- Teaching promotes good progress and has some outstanding elements. Pupils are inspired to learn through a skilfully planned and interesting curriculum. Most lessons are pitched correctly to meet everyone's needs. At times progress slows when expectations are not high enough for pupils to learn independently. While pupils are increasingly aware of their own achievements, marking is not always effective in guiding improvement, holding back progress for some.
- High levels of attendance reflect pupils' great pride in their school and excellent attitudes to learning. Behaviour is good around school and often exemplary in lessons.
- The new headteacher is successfully building on the well-established, considerable strengths. With excellent support from the governing body and the dedication of staff and senior leaders, the school is improving teaching and pupils' performance at a good rate.

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

- Raise attainment in writing to match the well-above average attainment in reading by:
  - extending opportunities for pupils to regularly write in a wide variety of contexts
  - raising expectations for pupils to present their work neatly, using high quality handwriting.
  
- Remove inconsistencies in the quality of teaching so that far more of it is outstanding by:
  - sharing the outstanding practice that already exists in the school
  - refining planning so that higher expectations are made for pupils to develop their skills of working independently
  - ensuring that marking has a more positive impact on pupils learning in all classes.

## Main Report

### Achievement of pupils

The vast majority of parents and carers state that their children make good progress. This is supported by inspection findings. In lessons, pupils demonstrate great enthusiasm for learning. This is because teachers are generally skilled at adapting the curriculum to ignite their minds and spark enthusiasm. In a Year 1 phonics lesson, for example, pupils were inspired by the active approach taken to deepen their understanding of sounds and letters. Pupils develop a good understanding of reading so that attainment is just above average at the end of Year 2 and well-above average by the end of Year 6. In writing, while progress is good, attainment is not as high as in reading. By the end of Year 6, pupils have a good understanding of how to use computers although this skill is not always exploited enough to support learning in lessons.

Children benefit from a good start in the Early Years Foundation Stage, making good progress in all areas of learning. In Key Stage 1, progress continues at a good rate and by the end of Year 2, attainment in 2011 was above average. In Key Stage 2, progress accelerates and exceeds national expectations. Attainment at Year 6 has been rising over the last three years and been consistently above average. The percentage of pupils at Year 6 attaining standards that exceed the national expectations in both English and mathematics combined far exceeds that expected nationally. The performance of disabled pupils and those with special educational needs is better than that of similar pupils nationally, reflecting the good quality care they receive. There is no evidence of any significant difference in the performance of boys and girls although variations do occur at times due to the nature of the cohort.

## Quality of teaching

The quality of teaching is good with some that is outstanding. This judgement reflects the views expressed by the vast majority of parents and carers. An example of outstanding teaching was observed in a Year 4 lesson when pupils were totally engrossed in exploring the main character of the book by Ted Hughes, 'The Iron Man'. Skilful teaching captivated the pupils helping them to successfully build up a variety of vocabulary to add flair to their descriptions. In the best teaching, displays of pupils' work reinforce and reward their work from across the curriculum. One pupil stated: 'Teachers are always there for us and make school fun'. Teachers and adults put much effort into bringing learning alive through a carefully planned curriculum. Initiatives such as the 'Viking Day' are highly thought of by pupils who say how much they enjoy such events. Some pupils state that they would like more practical activities, for example in science and would like more use of information and communication technology as part of lessons. Inspectors noted that in some lessons, pupils were over directed and not enabled to make their own choices or decisions. This slows the pace of learning for some pupils. The rich and supportive environment that pervades the school enhances the pupils' spiritual, moral, social and cultural development. All lessons are provided within a safe and secure environment. Teaching assistants make a vital contribution to supporting all pupils, but in particular disabled pupils and those with special educational needs. The role of the teaching assistant team is developing well. Increasingly, their contribution to supporting learning for all pupils is raising their profile and adding to the quality of learning for all pupils. Staff know their pupils well and assessment in English and mathematics is secure and accurate. The involvement of pupils in evaluating their own achievement is moving forward at a good rate. Marking is not always effective enough to guide individual pupils' needs.

## Behaviour and safety of pupils

Pupils enjoy coming to school and arrive on time. Incidents of absence are low. Pupils are very sociable and polite and play well together during lunch and playtimes. A few parents and carers expressed concerns about bullying. The large majority, however, are very satisfied with behaviour. The inspection findings show that behaviour is good overall, often exemplary in lessons and that disruptive behaviour is rare. The very few incidents of bullying have been dealt with to the satisfaction of everyone involved. Pupils report that they feel totally safe in school and that have every confidence in the way staff deal with any issues. Pupils are clear about the school's behaviour policy and are responding well to the recently raised expectations for them to take more responsibility for their actions. They understand how to stay safe and have a good knowledge of routines in the school in the event of any incidents or emergencies.

Pupils enthusiastically talk about the reward systems such as having team points, and receiving stickers and being nominated to be praised in assembly. Older pupils help younger ones so that they can play in a safe atmosphere. Many take on responsibilities such as acting as house captains or working to save the planet as members of the eco council. There is a long established school council. It makes a contribution to some aspects of school life but has a limited influence on decisions affecting learning or the curriculum. Children in the Early Years Foundation Stage

respond well to adults and demonstrate relatively advanced personal and social skills. There are times, however, when their options for making choices are over directed.

## **Leadership and management**

Visionary leadership by the headteacher, supported by an excellent governing body, gives the school a clear focus on maintaining and raising standards. Members of the governing body know the school very well, monitor its work and are very supportive of it. They are fully involved in determining its strategic direction. An increased emphasis on professional development is benefiting pupils. This is exemplified by increasing progress in recognising sounds and letters (phonics) as a part of building reading skills by teaching children and pupils in ability sets in the Early Years Foundation Stage and Key Stage 1. However, opportunities to share outstanding practice in teaching with colleagues across the school are not fully taken. Good school improvement planning reflects accurate evaluation of the schools' strengths and areas to improve and has underpinned good improvement since the previous inspection. The school's good capacity to improve is clearly evident in the swift and effective action taken to improve the reading skills of younger pupils. Under the leadership of a new headteacher the school is poised to improve further.

The curriculum is good. It is broad and balanced and meets pupils' needs. The curriculum is enriched by a good range of clubs after school and by educational visits. Older pupils talk enthusiastically about exciting residential visits and about their enjoyment of visiting places of interest connected with their topics such as Ribchester and days when they dressed up as Victorians. Spiritual, moral, social and cultural development is good with particular strengths in pupils' social and moral development.

Due to the concerted efforts of the headteacher and whole staff team a good climate for learning exists. Discrimination of any kind is not tolerated. Pupils benefit from a very caring and supportive environment in which everyone is special. All pupils have an equal chance to succeed and their views and skills are appreciated. Parents and carers feel that their views are valued and that communication with them is good. Many stated in their questionnaires that they trust the school and feel that it makes a vital difference to the lives of their children and their families. All safeguarding policies and procedures and arrangements for child protection are in place and meet requirements.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



27 February 2012

Dear Pupils

**Inspection of Longridge Church of England Primary School, Preston, PR3 3JA**

Thank you for the warm welcome you gave my colleague and me when we inspected your school. A particular thank you to those of you who filled in the questionnaires, were keen to talk with us and welcomed us to your lessons. Please thank your parents and carers who also filled in our questionnaires.

We noticed how proud you are of your school and you are right to be so as yours is a good school. The youngest children get a good start to their education in the Reception class. In Key Stages 1 and 2, good teaching helps you to achieve well, to make good progress and to attain standards in English and mathematics that are above average. You also have good skills in using computers. Many lessons are exciting and you told us how much you like learning. Your days such as the Viking Day make learning fun. All of you benefit from high levels of care which is one reason why your behaviour is good and often exemplary. Your parents and carers like the school as well and are happy with it. We are pleased that you feel safe and say that bullying is very rare.

Your staff lead the school well and the new headteacher has a very good understanding of how the school can do even better. Together with all staff and an excellent governing body, your school is well placed to improve in future

Part of our job is to work with the school to find ways of making it even better. We suggest that you could improve in writing by doing more writing in all subjects and by making your handwriting and presentation better. We also think that teaching could be even better by sharing the best practice, by opening up opportunities for you to work independently and by improving the quality of marking.

We know that you will all continue to thrive and support the school in getting even better. We wish you all the very best for your future.

Yours sincerely

David Byrne  
Lead inspector

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