

Longwell Green Primary School

Inspection report

Unique Reference Number	109030
Local Authority	South Gloucestershire
Inspection number	288260
Inspection dates	4–5 July 2007
Reporting inspector	Lorna Brackstone

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	399
Appropriate authority	The governing body
Chair	Elaine Skidmore
Headteacher	Andrew Leggatt
Date of previous school inspection	3–7 December 2001
School address	Ellacombe Road Longwell Green Bristol BS30 9BA
Telephone number	01454 866460
Fax number	01454 866462

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school is situated halfway between Bristol and Bath and serves families from mostly White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average. The school holds a national award for its international work.

Key for inspection grades

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 pupils are exceptionally well prepared for their future life, both academically and socially. This is endorsed by the vast majority of parents, who consider it to be 'a truly wonderful school'. Its success can be attributed to its outstanding leadership and management. The headteacher passionately maintains that all pupils must achieve their full potential. Coupled with his full commitment to empowering his exceptionally talented key staff, he has successfully achieved a school where expectations are high and innovation is welcomed.

Standards are extremely high, with pupils not only performing exceptionally well in English and mathematics but across all subject areas. Preparation for the next stage of their education is excellent. Achievement is outstanding because teaching and learning are exceptional. Pupils are taught by excellent teaching staff who involve them in their learning by using an interesting selection of teaching styles. The very high quality displays confirm that all of the pupils' efforts are celebrated and their work is valued. Most parents are full of praise for the teaching staff because they 'work really hard to help all children achieve their full potential while making learning enjoyable'.

The quality and provision in the Foundation Stage are excellent. The children are taught extremely well and enjoy a curriculum that fully meets their needs. The outstanding curriculum provides all pupils with an exciting programme that fully meets the needs of all pupils. It is enriched by excellent visits out of school, particularly the residential trips for older pupils, and through extra activities at the end of the day. Pupils understand what they are learning because very good links have been made between subjects. The outstanding partnerships enjoyed with a local university and schools across the world enhance all aspects of the school community.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. They are a tribute to the very high expectations the school has for its pupils and the priority it gives to this. All staff act as excellent role models and the high quality relationships they enjoy have a very positive effect on the pupils. Consequently, pupils' attitudes to school and their behaviour are exceptional. Pupils are very clear about what it takes to stay fit and healthy. They enjoy every opportunity to play their part in the school and the wider community.

The level of care, guidance and support is outstanding. The exceptional pastoral care ensures that pupils develop into confident pupils who know how to keep safe. As one parent explained, 'The staff always have the welfare of the children at heart'. Academic guidance is first rate in English but marking in other subjects is not consistent throughout the school.

The school has taken effective steps to improve since the last inspection. It has an excellent understanding of its strengths and clearly identifies where pupils' learning can be further enhanced. Given the strength in the overall leadership and management of the school, it has excellent capacity for improvement. This is

endorsed by many parents, who are confident that 'the school will always do the best for the children'.

What the school should do to improve further

- Ensure that the exceptional quality of marking in English is adopted in all subjects and is consistent throughout the school.

Achievement and standards

Grade: 1

Children in Reception start school with widely differing levels of skills and experiences but they are broadly typical overall. They make outstanding progress in Reception and by the time they start Year 1 they have exceeded the nationally expected goals for this age group. This progress is extremely well maintained as they move through the school. By the time pupils move onto secondary school, they have attained exceptionally high standards in all subjects. Overall, achievement is outstanding. This is because the school tracks the pupils' progress closely and carefully monitors those individuals who need additional support. The school has successfully rectified a slight dip in the performance of girls. Staff have achieved this by setting lots of independent tasks which help girls to develop their own styles and gain more confidence. Pupils who are gifted and talented also achieve extremely well because they are given many challenges which enable them to work at their own pace. The excellent support given to pupils with learning difficulties and/or disabilities ensures that they achieve as well as their peers.

Personal development and well-being

Grade: 1

Children in the Reception classes gain confidence and self-assurance during their first year in school. Pupils develop a wonderful love of learning and enjoy every aspect of school life. They are very confident learners whose behaviour is exemplary. The celebration of success is a major feature in achieving this. Attendance is good and has improved because the school monitors closely the amount of learning time that is lost. However, despite the clear advice given to parents, a few still insist on taking their children on holiday during term time. Pupils feel extremely safe in school and demonstrate safe practices in their work and play. The experiences gained from outings and residential visits make them extremely well aware of dangers and risks. Pupils show an excellent understanding of maintaining a healthy lifestyle. They know that they must eat a balanced diet and exercise regularly in order to achieve this. Through school council work and their involvement in raising money for charities, they contribute exceptionally well to their own and the wider community. The outstanding links with schools in other parts of the world have ensured that the pupils have a very good knowledge of life in other countries. Pupils leave the school with excellent key skills and, together with their exceptional personal development, they are very well prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 1

Not a minute of learning time is lost because teachers move at a fast pace and explain to the pupils exactly what they want them to learn. Excellent strategies are used to involve pupils in their learning. For example, pupils talk to each other about what they are learning or are used to demonstrate a teaching point in a 'hot seat' situation. Teachers plan their lessons exceptionally well and confidently adapt it when they have assessed the pupils' understanding. Excellent systems ensure that any pupils experiencing learning difficulties receive high quality support. Teaching assistants make a very valuable contribution in this area. All subjects are equally well taught and this is enhanced by teachers sharing their particular expertise with other classes. Teaching and learning in the Reception classes are outstanding. Teaching staff have an excellent knowledge and understanding of this age group and provide a highly stimulating environment which motivates their interest in learning.

Curriculum and other activities

Grade: 1

The curriculum is excellent because it successfully fulfils its aims by providing 'enrichment, enjoyment and challenge'. In the Reception classes the children benefit from an extremely stimulating range of activities which fully meet their needs and interests. In Years 1 to 6 all the learning opportunities are positive and enjoyable experiences which promote the pupils' own creativity. For example, the Year 6 personal challenges enable pupils to research independently and then present their findings to classmates using advanced information and communication technology (ICT) programs. Literacy, numeracy, science and ICT are emphasised exceptionally well but a significant strength of the curriculum is the quality of all other subjects. Very well-planned links between subjects enable pupils to understand fully what they are learning. For example, pupils learn about the history of life at the seaside but also use this topic to create tally charts in mathematics. The recent whole-school focus on Africa enabled pupils to cover relevant aspects of knowledge relating to geography, environmental science and design and technology skills. Curriculum enrichment is outstanding, with visits carefully incorporated into units of work so that the pupils are fully motivated in their learning. After-school activities are excellent and eagerly appreciated by the pupils.

Care, guidance and support

Grade: 1

The excellent care, guidance and support contribute very effectively to the pupils' personal and academic success. This is because there is a consistent approach and clear attention to detail throughout the school. Pupils know that they are listened to if they have a problem and do not hesitate to ask for help. One parent explained that the school has a way of 'making each child feel special and valued'. The youngest children are very well cared for and supported when they start school and the close links with home ensure that the induction period is smooth. The security, cleanliness and attractiveness of the whole learning environment contribute to the very good help and guidance given to all pupils to ensure that they fulfil their academic potential. The school monitors their progress extremely well and sets them

challenging targets. Pupils understand the whole-school target system very well and this means that they know the next steps in their learning. However, whilst there are some outstanding examples in English of how teachers mark books, this is not consistent in all subjects throughout the school. The guidance provided for pupils with learning difficulties and/or disabilities and to those with gifts and talents is excellent because expert help is used to support them.

Leadership and management

Grade: 1

The headteacher's exceptional commitment to professional development and research has resulted in a forward-thinking school where reflection and innovation are the norm. This enables the headteacher to get the best out of his staff because they confidently make a positive contribution to the school. Excellent arrangements for monitoring and evaluating the work of the school ensure that all decisions are based on secure evidence and shared with the teaching staff. All leaders and managers, including the Foundation Stage coordinator, are exceptionally effective in leading and managing their areas of responsibility. Excellent use is made of all resources and finances. Extremely well-informed governors make an outstanding contribution in providing support and challenge for senior staff. This has resulted in continuing improvements in provision.

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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness and efficiency of boarding provision	
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

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 disabilities make progress	1

Personal development and well-being

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

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.

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 performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	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



5 July 2007

Dear Children

Inspection of Longwell Green Primary School, Bristol BS30 9BA

Thank you very much for making my team so welcome at your school and helping us find out all about life at Longwell Green Primary. I would like to say a special thanks to the pupils we met who told us all about your fantastic school.

Your school provides you with an excellent education. You attain extremely high standards in all your work and make outstanding progress. This is because teaching is excellent. Lessons are presented to you in an interesting way and the learning makes sense because you are involved in it. The curriculum is outstanding. You are exceptionally proud of all the after-school activities you are involved in and I was impressed with the success you have in sporting competitions. I particularly enjoyed hearing all about your trips out of school and was very interested in the Year 6 residential visits to Hooke Court and the farm on Dartmoor.

You develop into very sensible and mature young people who behave exceptionally well and really enjoy all aspects of school life. You feel safe because the school looks after you extremely well and you are given first-rate support and guidance. You have an excellent knowledge about keeping fit and healthy.

Your headteacher is extremely determined to give you the very best education possible and he works exceptionally closely with all the adults who are in charge of the school to ensure that this happens.

I know that when teachers mark your English work they make really useful comments to help you improve your work. I have asked your teachers to do this in other subjects so that you know how to move on in your learning.

Once again, thank you for your help. Keep doing your best and working with the adults to make sure that Longwell Green Primary gets even better.

With best wishes

Lorna Brackstone
Lead inspector