

# Inspection of Longwell Green Primary School

Ellacombe Road, Longwell Green, Bristol BS30 9BA

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Inspection dates: 24–25 September 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this school?**

Pupils at Longwell Green are positive about their school. They look after each other and enjoy their learning.

Leaders are ambitious for all pupils. The leadership team has worked well with staff to make sure that pupils learn well in a range of subjects. This helps to get pupils ready for the next stage in their education. When pupils fall behind, teachers make sure that they get the help they need to catch up quickly.

Staff make sure that pupils are safe in the school. Pupils say that they feel safe and that bullying is rare. Pupils are confident that staff will quickly deal with any bullying that happens.

Adults expect pupils to behave well in lessons and around the school. Teachers make sure that the school is a calm and purposeful place. Pupils are polite and respectful. They are proud of their school's values. Pupils say that behaviour has improved since these values were introduced.

## **What does the school do well and what does it need to do better?**

Leaders make sure that pupils learn a wide range of subjects. Teachers plan activities that build pupils' knowledge well. Pupils are interested in their learning.

Leaders prioritise reading. All adults want pupils to develop a love of reading. Teachers read to pupils regularly. This helps pupils learn to love lots of different books.

Leaders have introduced effective phonics teaching. Every day, pupils practise putting sounds together to read words. This begins when children start in Reception. Pupils learn to read well because of this structured approach.

Teachers make sure that children who fall behind in reading receive extra support. This helps children to catch up. However, there are some adults who are not experts in teaching reading. This holds some pupils back.

Leaders have recently made changes in mathematics. They are focusing on making sure that pupils understand basic concepts. Teachers check pupils' understanding well. Teachers then make sure that they set work that meets pupils' needs. Pupils practise skills and build on their prior knowledge well. This helps pupils to become ready for secondary school.

In all subjects, leaders have made sure that there is a sequence of work designed to build on what pupils already know. However, although pupils enjoy religious

education (RE), at times they struggle to remember what they have learned from previous lessons.

Leaders make sure that adults understand the needs of pupils with special educational needs and/or disabilities (SEND). Teachers plan work that is carefully planned to help pupils succeed. Pupils with SEND have positive attitudes towards their work and are supported effectively.

The new headteacher has created a school that all children want to attend. All adults expect the best behaviour. Pupils conduct themselves well. They have good attitudes towards their learning. Sometimes, when the purpose of lessons is less clear, pupils can become unsettled. This leads to some misbehaviour, but it is rare.

Leaders make sure that pupils learn about values. Teachers promote pupils' personal development well. Pupils study similarities and differences between cultures. This helps them to develop a sense of their place in the world.

Staff and parents are positive about the school. They have confidence in leaders, and they believe that the school is improving. Governors' work is also effective. They understand the strengths and weaknesses of the school. They hold leaders to account and have a strong focus on the well-being of both staff and pupils.

Children in the early years are well cared for. Adults know the children well, so the children settle quickly. Teachers use their knowledge of the children to adapt their teaching. This helps to meet the needs of all children. Children listen to adults and are enthusiastic about all the activities on offer in the classroom.

Leaders make sure that the early years curriculum develops children's language well. Teachers are ambitious with their choice of vocabulary. The curriculum, however, is less well developed when children are outside. Children's learning is less purposeful when they are taking part in activities outdoors.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have developed a strong safeguarding culture. All staff understand their roles in keeping children safe. Staff know what to do if they have concerns about a child's welfare. Leaders make sure that staff have regular training.

Leaders have put systems in place to check that all adults are safe to work with children. Staff check that the school environment is safe and is kept safe.

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

### **(Information for the school and appropriate authority)**

- Although the RE curriculum is well developed, its impact on what pupils know and can remember is limited by the way it has been delivered. Some pupils struggle to recall things they have learned because they have not been taught RE well enough in the past. Leaders should make sure that the planned curriculum is taught in a way that enables pupils to build on prior learning.
- Some adults who support pupils with their reading do not have sufficient expertise to provide the support that pupils need. Leaders need to make sure that all adults who work with pupils are strong in the teaching of reading.
- The early years curriculum supports pupils' emotional and language development well. There are times, however, when pupils' learning is less focused. The curriculum is not as carefully planned when pupils are learning outdoors, for example. Leaders should make sure that all activities in the early years environment are sequenced and purposeful.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	109030
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10086874
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	413
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Pam Blackmore
<b>Headteacher</b>	Darren Brown
<b>Website</b>	<a href="http://www.longwellgreenprimaryschool.co.uk">www.longwellgreenprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	4 November 2015

## Information about this school

- Longwell Green is a larger-than-average sized primary school with 14 classes.
- The school is located in a semi-rural location between Bath and Bristol.
- The proportion of pupils who are eligible for free school meals is below the national average.
- The school was judged to be good at the previous inspection in November 2015.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors visited lessons, looked at pupils' work and talked to staff and pupils in order to evaluate the quality of the curriculum. Some of these activities were conducted jointly with the headteacher. Inspectors also observed pupils' behaviour around the school and at breaktime and lunchtime.
- Inspectors held meetings with school leaders and governors. Inspectors also analysed responses to questionnaires completed by staff, parents and pupils.

- Inspectors looked at documentation provided by the school. This included the school's own development plan and documents related to child protection, safeguarding and attendance.
- Inspectors looked in depth at several subjects during the inspection. They were: mathematics, physical education, reading, RE and science. These deep dives involved visiting lessons, looking at pupils' work and talking to leaders, teachers and pupils.

### **Inspection team**

Nick Sheppard, lead inspector	Ofsted Inspector
Ben Jordan	Ofsted Inspector
Matthew Cottrell	Ofsted Inspector

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