

# Longparish Church of England Voluntary Aided Primary School

Longparish, Andover, Hampshire, SP11 6PB

**Inspection dates** 15–16 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils' achievement is excellent in all key stages. Pupils attain well above national averages in assessment tests at the end of Year 2 and Year 6.
- The achievement of more able pupils is very good as they are challenged and supported to gain the higher levels in assessments at the end of Year 2 and Year 6.
- Pupils develop their skills in reading very quickly and can use their knowledge of the sounds letters make effectively when reading unfamiliar words.
- Over time, the quality of teaching has been very effective and has enabled pupils to make excellent progress from their different starting points.
- Pupils' behaviour in lessons is excellent and contributes strongly to the progress they make in lessons.
- The school's work to keep pupils safe and secure is outstanding. As a result, pupils feel well looked after in school.
- The school is led by a very effective and successful headteacher who has secured improvements to the school since the last inspection.
- The middle leaders play a key role in monitoring the progress pupils make. They work closely with the headteacher and together are a strong leadership team.
- The school is very well supported by a very knowledgeable governing body that holds the school to account for the progress pupils make.
- Leaders, managers and governors have worked well together to ensure teaching and achievement have improved. The school has an excellent capacity for further improvement.
- The work the school does across the curriculum and with other outside groups contributes strongly to the social, moral, spiritual and cultural development of the pupils.
- Pupils say they are very well prepared to move on to secondary school.

## Information about this inspection

- The inspector observed parts of six lessons and a whole-school assembly led by the local vicar.
- Meetings were held with groups of pupils, the Chair and vice chair of the Governing Body as well as with senior and middle leaders. The inspector held a telephone conversation with representative from the local authority.
- The inspector listened to pupils read and scrutinised samples of pupils' workbooks.
- A wide range of documents was examined, including the school's information on pupils' recent progress, as well as planning and documentation about checks on teaching, and records relating to behaviour, attendance and safeguarding arrangements.
- The inspector also took account of the 41 responses to the online questionnaire (Parent View) and the views of staff through the 15 staff questionnaires.

## Inspection team

David Hogg, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Longparish Primary School is situated next to the thirteenth century church of St Nicholas in a small attractive village between Andover and Whitchurch. It is much smaller than the average primary school. It draws most of its pupils from the village and the surrounding hamlets.
- There are only a few pupils from minority ethnic backgrounds attending the school.
- Only a very small number of pupils are supported by the pupil premium (additional funding for pupils known to be eligible for free school meals, looked after children and those from service families). There are no looked after children attending the school.
- The proportion of pupils supported at school action is a little above the national average.
- The proportion of pupils who are supported through school action plus or with a statement of special educational needs is similar to the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Ensure the action plans identifying how the primary sports funding is to be used and how the impact will be assessed enable school leaders, including governors, to monitor if it is making a difference in enhancing the delivery of PE and school sport.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children join the Reception class with a range of abilities but generally they have skills that are a little above or similar to those typically seen for their age. Through good teaching, they learn and progress well, with 75 per cent of them achieving a good overall level of development by the end of their Reception Year. In the separate areas of personal, social and emotional development, physical development, and communication and language, their development is better and children are very well prepared and ready for their next steps into Year 1.
- Reading is well taught in the lower school through an effective programme of activities that link letters to the sounds that they make (phonics). Pupils can use this knowledge when reading to build up unfamiliar or longer words by blending the sounds together. The results from the phonics screening check have shown above average outcomes for the last two years, with all pupils last year achieving above the expected standard.
- Pupils' attainment overall at the end of Year 2 has been regularly significantly above national averages since 2009, with a single exception in 2012. The progress pupils make during Key Stage 1 is very strong and enables pupils' achievement to be outstanding.
- At the end of Year 6, pupils' attainment over time has been significantly above national averages; however, results did show a slight dip in 2013. The school has reviewed the reasons for this fall and can point to a set of very specific circumstances impacting on individual pupils. The information the school holds on the current pupils indicates they are making outstanding progress across Key Stage 2. The school works to ensure that all pupils are able to progress to the best of their ability.
- The school has a high proportion of more able pupils and has been able to challenge and stretch them in both key stages. Over the last two years, the proportion achieving at Level 3 at the end of Year 2 is well above the national average. At Key Stage 2, the information the school holds for more able pupils points to achievement returning to the high levels seen in 2012, when the proportions of pupils attaining Level 5 or better was significantly above the national averages in English and mathematics.
- The progress of disabled pupils and those who have special educational needs is monitored very closely to ensure any support they receive is effective. Over time, from their different starting points, they generally make similar progress to other pupils in their class. This can show a degree of variation due to the small numbers of pupils in each of the year groups and the very different needs that they may have.
- The pupil premium funding is used well to support individual pupils. The school provides very effective support to help pupils catch up in numeracy and literacy and uses the funding to provide additional social and emotional support when it is needed.

### The quality of teaching

### is outstanding

- Over time, the quality of teaching has been excellent and has enabled pupils to achieve very highly across the school and in different subjects. Lessons are engaging and motivate the pupils in their mixed-age classes. Activities are well structured and build on the learning from earlier lessons.
- Teachers support pupils well in class and provide activities that challenge those more able pupils so they are suitably stretched. There were also examples of these pupils beginning activities earlier as others still received help from the class teacher, as was seen in a Year 5/6 lesson. Support for less able pupils comes from experienced teaching assistants who work with pupils in the class and in small groups outside the classrooms.
- Pupils' work is well marked and provides good guidance on how to improve, especially for older pupils, who in turn act quickly on this feedback and correct or extend their work. In Year 1/2, clear routines in mathematics lessons are followed by pupils who have work checked by the

teacher and are then moved on quickly to a more challenging task. In all of the lessons observed, pupils' learning was focused and moved on at a good pace.

- The school makes good use of the local area, for example with learning walks around the village to study the types of houses, and this led on to the Year 5/6 debating the merits of developing an area of land in the village for housing.
- Teachers make sure their classrooms are bright and welcoming, with a good balance of pupils' work displayed alongside materials that prompt and support the pupils' learning.

### **The behaviour and safety of pupils** are outstanding

- The school's work to keep pupils safe and secure is outstanding. Pupils feel well looked after and cared for. They say everyone is friendly and one pupil said that 'there is always someone you can trust around school.' Incidents of unkindness are rare and although pupils do fall out with each other at times, they quickly make friends. The school has trained peer mentors who are around to help sort problems out. Pupils say there is no bullying in school.
- Pupils have a good understanding of how to keep themselves safe. Visits by the police and Bike-ability trainers have supported the work of the school to raise pupils' awareness of being careful on the roads and this has resulted in pupils taking on the role of road safety officers for the school. Pupils have a good understanding about taking care when using the internet to contact friends through social media gaming sites. Parents' responses to Parent View indicate they also feel the school looks after their children well.
- The behaviour of pupils is outstanding and contributes extremely well to their successful learning. Pupils take on roles and responsibilities within school; for example, pupils in Key Stage 2 act as reading mentors and share books with younger ones. Pupils are able to contribute to the learning they would like to do by sharing with teachers the things they would like to find out about in a new topic.
- In lessons, pupils enjoy their learning and demonstrate they can work successfully in different situations, for example in small group tasks or when they have to work by themselves without constant supervision by their teachers. Pupils' positive attitudes to learning support their strong progress. Relationships in the classroom are very good and there is a real sense that adults and pupils enjoy working together.
- Attendance is high and the school continues to work closely with the parents to keep absence to a minimum.

### **The leadership and management** are outstanding

- The school is very well led by the headteacher, with excellent support from the middle leadership team. As the school is small, there is a collegiate approach to much of the work of the senior leaders. Consequently there is a clear vision and drive to maintain the high standards and ensure that all pupils achieve as highly as they can. Improvement points from the last inspection have been addressed. This school has the capacity to continue to develop and improve.
- The middle leaders have a clear understanding of their roles and monitor the progress pupils make closely through regular assessments of pupils' work and, through this, the effectiveness of teaching. Through direct observations and scrutiny of the work in pupils' books, the senior leadership team have eradicated weak teaching, ensuring all of the teaching is now of high quality. Performance management arrangements are robust and ensure that outcomes for pupils are central in considering teachers' salary progression.
- The school is monitored by the local authority, who have visited to review the quality of teaching with the Chair of Governors. The school has worked with other primary schools to moderate the quality of the work the pupils produce. The school has also worked with a local secondary school to review the work of the higher attaining pupils. Through these collaborations, the assessments of the pupils' work have been validated and the grades confirmed.

- Pupils enjoy the work they do in lessons, commenting that learning is fun. The curriculum clearly engages the pupils and has enabled them to achieve highly. The school provides a range of enriching activities to develop pupils' cultural awareness as citizens with, for example, a visit to the Houses of Parliament and activities to develop musical and sporting talents amongst the pupils. Through the curriculum, the school promotes equality of opportunity and the building of positive relationships between the pupils and with staff.
- The school has developed an ongoing link with a community in Uganda through its work with the nearby Whitchurch Deanery. This link allows the pupils to compare and contrast the lives of other children rather than to simply view them as being in need. Collaboration with the church supports the Christian ethos within the school and the pupils' spiritual and moral understanding. Acceptance of others is very much encouraged and discrimination is not tolerated.
- The school aims to use the primary sports funding grant to raise the skills of staff in delivering high quality PE lessons and also to increase the opportunities for pupils to take part in sports activities. The action plans, though, do not identify these ambitions clearly enough and do not provide a strong enough framework in which to review the impact of the work which the school intends to do. The plans are currently under review by the governing body.
- Child protection and safeguarding arrangements meet statutory requirements and the school monitors the welfare of all of the pupils carefully.
- **The governance of the school:**
  - The governing body are very supportive and are active in the school. Governors are very knowledgeable about the strengths of the school and the areas the school is developing. They hold the school to account by reviewing national data and the information that the school provides to check the progress pupils make, for example those in receipt of free school meals. The governing body have a clear understanding of how teachers' salary progression is linked to the outcomes of the pupils they teach. Through direct observations, some with the local authority advisor, and information from the headteacher, the governors have an excellent understanding of what good teaching looks like and consequently the quality of teaching in the school. The governing body draws from its wider experience to review the financial position of the school and is currently reviewing the plans the school has for the primary sports funding grant. The child protection and safeguarding arrangements are reviewed annually to ensure the pupils are well cared for and well looked after.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	116364
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	431399

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

<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>	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nick Marsden
<b>Headteacher</b>	Alex Foggo
<b>Date of previous school inspection</b>	10–11 February 2009
<b>Telephone number</b>	01264 720317
<b>Fax number</b>	01264 720731
<b>Email address</b>	<a href="mailto:adminoffice@longparish.hants.sch.uk">adminoffice@longparish.hants.sch.uk</a>



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

