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11 November 2010

Mrs Lacey
Acting Headteacher
Longmoor Primary School
Newstead Road
Long Eaton
Nottingham
NG10 4JG

Dear Mrs Lacey

Ofsted monitoring of Grade 3 schools: monitoring inspection of Longmoor Primary School

Thank you for the help which you and your staff gave when I inspected your school on Wednesday 10 November 2010, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also thank the pupils, School Improvement Partner and members of the governing body who contributed to this inspection. I note that there have been some significant staff changes since the previous inspection, most notably your move to the position of acting headteacher from September 2009 onwards, due to the long-term absence of the headteacher.

As a result of the inspection on 11–12 March 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Pupils now attain writing results at the end of Year 6 which are above those expected for their age. Writing in exercise books and on display indicates that standards remain high. Pupils across the school make good progress because teaching is improving. Teachers plan carefully to ensure that lessons cater for the needs of each individual, providing good levels of challenge for those who are more able and carefully targeted support for those who need extra help. All pupils work towards development targets in order to better understand the next steps they need to take in their learning.



The school has developed effective systems to monitor the progress made by pupils over time. Progress data is gathered regularly and used effectively to identify potential underachievement of individuals and groups of pupils and to set challenging targets. The school has accurately identified groups of pupils whose circumstances make them vulnerable and a co-ordinator has been appointed to oversee their progress.

The governing body have a good understanding of the school's current performance and holds leaders to account. Its members have received training about school performance data and monitor the school's development plan through newly formed committees, which align with the four sections of the development plan. Teachers are held to account through well developed monitoring activities, which focus sharply on identified areas for improvement and through performance management systems, which link to pupils' progress targets.

Pupils demonstrate an improved understanding of the diversity of faiths and cultures in the global community. An appointed 'community cohesion co-ordinator' has carried out an audit and devised a detailed action plan. This has focused the school's attention on developing this aspect of the curriculum. Pupils spoke enthusiastically about taking part in Jamaican and Indian cookery sessions and in activities to celebrate the festival of Diwali. However, some pupils remain unclear about the meaning and concept of culture and believe that it relates solely to differing religious beliefs.

School leadership has established a clear culture of improvement, where staff with management responsibilities take greater responsibility in moving the school forwards. This is underpinned by an effective governing body which plays an increasingly prominent role in school improvement and evaluation. Good levels of support are provided by the local authority and other professionals to develop teachers' skills and support school management. The school has, therefore, made good progress in demonstrating a better capacity for sustained improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Jeremy Spencer
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in March 2009

- Raise standards in writing at the end of Key Stage 2.
- Ensure that all teachers match work to pupils' different capabilities and plan pupils' next small steps in learning.
- Ensure that leaders at all levels, including governors, use the information on pupils' progress more rigorously to monitor the progress made by classes and groups of pupils and to hold teachers and leaders to account.
- Promote community cohesion more effectively and ensure that pupils gain a greater understanding of the diversity of faiths and cultures, especially in the global community.