

Longmoor Community Primary School

Inspection report

Unique Reference Number	133334
Local Authority	Liverpool
Inspection number	360492
Inspection dates	28 February 2011–1 March 2011
Reporting inspector	Nigel Cromey-Hawke

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	407
Appropriate authority	The governing body
Chair	Mrs Dot Hart
Headteacher	Mrs Alison Johnson
Date of previous school inspection	12 September 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 16 lessons, observing 15 teachers and 14 classes. They also held meetings with members of the governing body, staff, groups of pupils, and parents and carers. They observed the school's work and looked at a wide range of documentation, including development planning, pupils' work, safeguarding arrangements, self-evaluation records, policies, and performance data. Questionnaires from 74 parents and carers, 186 pupils and 33 staff were scrutinised.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- What the school is doing to further raise attainment and achievement across the school, especially for pupils with special educational needs and/or disabilities.
- How challenging teaching is, especially for the more able pupils.
- How well informed, cohesive and focused staff are in driving improvement forward, given the recent changes in staffing.

Information about the school

Most pupils in this larger than average size primary school are of White British heritage. Very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average and increasing, as is the number with a statement of special educational needs. There are a high number of pupils in local authority care. The proportion of pupils known to be eligible for a free school meal is above average. The school has Healthy School status, the Activemark and the full International Schools award. The school operates its own breakfast club. There has been significant staffing change over the last two years, especially within the senior leadership team.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has some outstanding features and makes a considerable difference to the lives of the young people in its care. The very large majority of parents and carers who responded to the inspection questionnaire were highly supportive of all aspects of its work.

Despite significant changes in staffing, the school has moved strongly forward since the last inspection. Children make a good start in the Early Years Foundation Stage because of the good teaching, leadership, curriculum and care. Pupils in Key Stage 1 and 2 also make at least good progress from their starting points, including those with special educational needs and/or disabilities and other vulnerable groups. Considerable work has been undertaken to improve attainment in mathematics with noticeable success. The overall trend in pupils' attainment when they leave Year 6 is broadly average but rising, and last year it was above average.

Teaching is good overall, although some remains no better than satisfactory. In the satisfactory lessons, there are weaknesses in pupils' speaking and listening skills and in teachers' effective use of lesson objectives and their monitoring of pupils' progress towards them. The curriculum is good, especially in its promotion of pupils' personal development, sporting and artistic activities and pupils' understanding of the wider world. Pupils' understanding of healthy living is excellent. Care, guidance and support are good overall, but within that, pastoral care is often excellent. Whilst attendance has risen to average from low two years ago, still more needs to be done to persuade some pupils and their parents and carers of the importance of regular attendance. Most pupils clearly enjoy their time in school, behaviour is good and pupils say they feel valued and safe.

The senior leaders and managers provide clear and incisive direction and have a good understanding of the school's strengths and weaknesses through accurate self-evaluation. However, the monitoring of teaching and learning by subject leaders is not sufficiently developed and their development planning lacks sharpness. The governing body is well informed and its members visit the school regularly. It is active in supporting and challenging the school. Community cohesion is good, reflecting the school's international award. Safeguarding practices are good. Actions to overcome weaknesses in the school's provision have been concerted and effective and, as such, its capacity for sustained improvement is good.

What does the school need to do to improve further?

- Improve pupils' attainment and achievement further by ensuring that the quality of learning and progress is good or better in all lessons by:

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- developing pupils' speaking and listening skills, so that they are able to learn more effectively from adults and each other in lessons
- teachers using lesson objectives more effectively to review and support pupils' progress within learning activities.
- Continue to improve overall attendance by persuading those pupils who are absent more frequently than most, and their parents and carers, of the importance of regular attendance.
- Ensure that subject leaders systematically monitor the quality of teaching and learning in their subjects and are sharper in their development planning.

Outcomes for individuals and groups of pupils**2**

Children enter the Nursery with knowledge, understanding and skills that are overall below those typical for their age, especially in the areas of personal development and language acquisition. An increasing number of pupils enter the school throughout Key Stages 1 and 2 with special educational needs and/or disabilities. Inspection evidence from lesson observations, work scrutiny and the school's good tracking systems, show that a large majority of pupils make good progress from their starting points. Learning is good in the majority of lessons because of the good teaching that captures pupils' interest and makes them keen to learn. Past weaknesses in mathematics have been overcome and support for vulnerable pupils has been boosted. Most pupils acquire new knowledge, develop their understanding and learn new skills well. All groups, including pupils with special educational needs and/or disabilities, those who join the school part way through a year, those in local authority care and those eligible for a free school meal, also make good progress. There has been a rapid improvement over the last two years in pupils' attainment when they leave Year 6, with it being above average in 2010. Attainment overall is, however, broadly average reflecting the differing abilities of year groups. The vast majority of pupils are on track to meet the challenging targets the school has set. Given their starting points this represents good achievement.

Pupils say they feel safe in school and they have an excellent understanding of what it means to lead a healthy lifestyle, reflecting the school's award in this area. Behaviour is often excellent but there is some low level disruption within satisfactory lessons. Attendance is now broadly average and although improving, more needs to be done to ensure that some pupils attend more regularly. The progress pupils make in developing the key skills in literacy and numeracy is good, often from low starting points, and pupils' knowledge and use of information and communication technology is especially strong. Pupils make a good contribution to the daily running of the school, through the active school council, the eco-council and as trained buddies to support each other. Pupils are involved very well in the local community. The school makes considerable efforts to promote pupils' wider understanding of the world and develop their personal qualities. Pupils' spiritual, moral, social and cultural development is good. As a result, pupils are well prepared for the next stage in their learning.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching and use of assessment to support learning is good overall. There is some teaching that is no better than satisfactory. In the best lessons, teachers demonstrate good subject knowledge and use this and different teaching methods successfully to make learning interesting and relevant. New assessment and tracking systems have been introduced that are giving staff a clearer picture of the ongoing progress of groups of pupils. A strength within the best lessons is the use made of teaching assistants. Many of them are trained within the school and are very effective in supporting both vulnerable and more-able learners. Target-setting systems are used effectively and pupils' understanding of them is often good and helps them to make good progress, especially those with special educational needs and/or disabilities. In the small number of satisfactory lessons these practices are not as well developed. Teachers do not fully explain their lesson objectives to pupils, so that pupils are not always clear about what they have to do. Some teachers also do not check effectively on the progress pupils are making within their learning activities. Consequently, in these lessons, pupils do not make as much progress as they could. Pupils' speaking and listening skills are underdeveloped in some lessons, with the result that pupils do not always learn as effectively as they could from each other or from adults.

The good curriculum is planned carefully and is responsive to most pupils' needs. There is a clear focus upon the key areas of literacy and numeracy and the school has carried out

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major reviews of its provision for writing and mathematics recently that are beginning to impact well upon pupils' learning. Cross-curricular provision is good, and a good range of extra-curricular activities promotes pupils' personal development and health well. French is taught, there is a Spanish club and, together with good geography and history studies, these contribute well to pupils' understanding of the wider world. Good partnership working provides pupils with opportunities within the arts and sport that the school could not otherwise provide.

The quality of care, guidance and support is good. Aspects of the school's pastoral care are outstanding and the success of this provision is seen in the good progress made by pupils and the warm and harmonious atmosphere within the school. Transition arrangements for pupils joining and leaving the school are good and the support for vulnerable pupils ensures that their needs are largely well met. The school has taken steps to improve attendance and this has begun to have an impact; the school recognises it still has work to do in this area, especially with persistent absentees and hard to reach parents and carers. The breakfast club is well attended and ensures that pupils have a good start to their day in school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The experienced headteacher has a clear vision for the school and has driven improvement forward since the last inspection with skill and determination. She communicates this ambition well to staff, the governing body, and parents and carers. Temporary appointments within the senior leadership team have ensured continuity of practice and other staff changes over the last two years have been successfully managed. Some aspects of the subject leaders' role remain insufficiently developed, however, especially in respect of their direct involvement in monitoring the quality of provision within their areas and in development planning. The promotion of equal opportunities is good, with the gaps in pupils' performance closing rapidly but with some variability remaining in the quality of teaching. Discrimination is extremely rare and, when encountered, is well dealt with. Partnership working is good, especially with the local network of schools and through links with nearby universities in connection with health promotion strategies.

The school has carried out an audit of its social, religious and ethnic context and has in place a good programme of planned actions to support community cohesion. This is good at local and wider levels, reflecting the school's award, but the school recognises that pupils' direct contacts with other cultures is still in development due to staffing changes.

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Safeguarding procedures are good, with examples of good practice in the appointment and vetting of staff. Engagement with parents and carers is good and the very large majority are especially supportive of the ethos of the school and the quality of the learning environment it provides. The governing body knows the strengths and areas for development in the school and provides good support and challenge.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle quickly and happily into the safe environment of the Early Years Foundation Stage, helped by the good induction arrangements and the good care they receive. There is a strong focus upon developing children's language skills and their personal development. Their learning is well recorded and data used to inform the next stages in their learning. Parents and carers are kept well-informed about their children's progress and interests. Children make good progress because of the good teaching in an environment that caters well for their needs. The recent focus upon developing boys' writing is beginning to have a positive impact. Children's progress in personal development is often outstanding. Behaviour is good. Children with special educational needs and/or disabilities also make good progress because of the additional support they receive. Teachers plan a good range of activities with a good balance between those they direct and others children choose for themselves. There has been considerable development of the outdoor learning area since the last inspection and this now contributes well to children's learning. By the time children leave the Early Years Foundation Stage they play and work together well, and have made good progress from their starting points. Leadership and management are good. Staff training is up-to-date and welfare requirements are met. Safeguarding practices are good. There are good plans in place for driving further improvement forward.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who returned the inspection questionnaires are very happy with most aspects of the school. They consider it provides a safe and caring environment for their children and that it is well led and managed. A few feel that the school does not deal with unacceptable behaviour effectively and a few added written comments of concern over the school's ability to respond to the full range of their children's needs. Inspection evidence indicates that the school's practice in these areas is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Longmoor Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 74 completed questionnaires by the end of the on-site inspection. In total, there are 407 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	53	33	45	2	3	0	0
The school keeps my child safe	40	54	31	42	2	3	0	0
My school informs me about my child's progress	29	39	38	51	5	7	0	0
My child is making enough progress at this school	38	51	29	39	5	7	1	1
The teaching is good at this school	37	50	32	43	4	5	0	0
The school helps me to support my child's learning	32	43	35	47	5	7	1	1
The school helps my child to have a healthy lifestyle	30	41	40	54	4	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	39	34	46	4	5	0	0
The school meets my child's particular needs	31	42	33	45	4	5	1	1
The school deals effectively with unacceptable behaviour	29	39	32	43	8	11	2	3
The school takes account of my suggestions and concerns	25	34	39	53	5	7	3	4
The school is led and managed effectively	25	34	37	50	3	4	7	9
Overall, I am happy with my child's experience at this school	36	49	28	38	5	7	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



2 March 2010

Dear Pupils

Inspection of Longmoor Community Primary School, Liverpool, L9 0EU

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it.

Longmoor Primary is a good school. You get a good start to your learning in the Nursery and Reception classes and make good progress as a result of the good teaching and care you receive. This continues into the main school where good teaching and the subjects that you cover in lessons means that you leave at the end of Year 6 having made good progress. Those of you who find learning difficult also make good progress. This is also because of the good care, guidance and support provided by the school. Your understanding of what it means to lead a healthy lifestyle is excellent and you say you feel safe and enjoy your time in school. Your behaviour is good, as is your involvement in school life. Well done!

Your spiritual, moral, social and cultural development is good, as is the development of your skills in information and communication technology. As a result, you are well prepared for the next stage in your learning. The headteacher, the governing body and staff work well together to make your school successful, helped by good working with partner organisations. I have asked the school to consider the following points to help it to improve further.

- Improve the small amount of satisfactory teaching and learning to at least good.
- Continue to develop ways to improve the attendance of those pupils who do not come to school regularly.
- Check what is going on in lessons more frequently and be clearer about how things should improve.

You can help by telling your teachers how best you learn, letting them know if you have any problems and for some of you to come to school more often.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector

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