

# Longmoor Primary School

## Inspection report

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|                                |                      |
|--------------------------------|----------------------|
| <b>Unique reference number</b> | 112585               |
| <b>Local authority</b>         | Derbyshire           |
| <b>Inspection number</b>       | 378515               |
| <b>Inspection dates</b>        | 9–10 July 2012       |
| <b>Lead inspector</b>          | Peter Lacey-Hastings |

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

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|--|---|
| <b>Type of school</b>                      | Primary   |
| <b>School category</b>                     | Community   |
| <b>Age range of pupils</b>                 | 3–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 335   |
| <b>Appropriate authority</b>               | The governing body                                    |
| <b>Chair</b>                               | Linda Fitch   |
| <b>Headteacher</b>                         | Joanne Menzies  |
| <b>Date of previous school inspection</b>  | 11 March 2009   |
| <b>School address</b>                      | Newstead Road<br>Long Eaton<br>Nottingham<br>NG10 4JG |
| <b>Telephone number</b>                    | 0115 9733368  |
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|                           |                |
|---------------------------|----------------|
| <b>Age group</b>          | 3-11           |
| <b>Inspection date(s)</b> | 9–10 July 2012 |
| <b>Inspection number</b>  | 378515         |



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## Introduction

Inspection team

Peter Lacey-Hastings

Additional Inspector

Mike Thompson

Additional Inspector

Ann Behan

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 23 lessons taught by 12 teachers. They also looked at pupils' books and heard a sample of pupils read. Discussions were held with pupils about many aspects of school life. Meetings were held with senior leaders, members of the teaching staff and representatives from the governing body. Inspectors observed school documentation such as the school's improvement planning, governing body minutes and data showing progress made by pupils. Safeguarding procedures were also scrutinised, including a detailed evaluation of pupils' behaviour. Inspectors analysed questionnaires completed by 112 parents and carers, 101 pupils and 34 staff.

## Information about the school

Longmoor Primary School is larger than the average-sized primary school. The headteacher has been in post since September 2011. The majority of the pupils are of White British heritage and there are few pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals has increased since the previous inspection, and is approximately twice the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is average. The number of pupils who join or leave the school outside normal times is greater than usual. The school has nursery provision for 52 children who attend on a part-time basis. The school meets the current floor standards set by the government, which determine the minimum expectations for attainment and progress.

The school has a number of awards and accreditations, including an Eco Schools award.

**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

|                                       |          |
|---------------------------------------|----------|
| <b>Overall effectiveness</b>          | <b>3</b> |
| <b>Achievement of pupils</b>          | <b>3</b> |
| <b>Quality of teaching</b>            | <b>3</b> |
| <b>Behaviour and safety of pupils</b> | <b>3</b> |
| <b>Leadership and management</b>      | <b>3</b> |

## Key findings

- Longmoor Primary is a satisfactory school that is improving. It is not yet good because rates of progress for pupils are in line with those of other pupils nationally, but are not yet exceeding them. This is because too much of the teaching is satisfactory. The school's newly adopted approach to teaching reading is not yet fully established, and leaders and managers have not developed the full range of skills required for incisive monitoring and evaluation of the school's effectiveness. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory. Attainment is currently average by the end of Year 6. Pupils acquire basic skills satisfactorily and are beginning to improve their reading through a more secure grounding in phonics (linking letters and the sounds they make).
- While good teaching was observed in lessons during the inspection, work in pupils' books and progress over time show that the overall impact of teaching is satisfactory. Stronger teaching is characterised by pace, high expectations, independent learning and effective marking. In weaker lessons, work is not matched closely enough to pupils' abilities, pupils are not always given steps to success so that they can assess their own progress and marking lacks impact.
- Behaviour and safety are satisfactory. Pupils' behaviour contributes to an orderly and safe school environment. In lessons pupils are generally motivated and engaged, but do not consistently demonstrate a positive attitude to their learning.
- Leadership and management are satisfactory. The new headteacher has introduced initiatives that demonstrate a clear and ambitious vision for the school. Some of these measures are too recent to have had a full impact on outcomes for pupils. The effectiveness of the governing body has improved

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since the previous inspection and is now satisfactory. However, leaders at all levels are not always rigorous enough in their evaluations of teaching and progress data to make totally reliable assessments.

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

- Ensure by September 2013 that teaching is at least good by ensuring that teachers:
  - match work more closely to the differing abilities of pupils
  - increase the pace of lessons and give pupils clear steps to success so that they can assess how well they are learning
  - refine marking so that pupils know more clearly what they need to do to improve their work and have opportunities to respond to teachers' comments in their books.
- Accelerate rates of progress for pupils, particularly in English, by consolidating new approaches to the teaching of reading and writing.
- Ensure that leaders at all levels develop their skills in evaluating how well pupils are progressing and how well lessons are taught.

## Main report

### Achievement of pupils

Attainment on entry into the Nursery is broadly in line with what is expected of children at this age. Achievement in the Early Years Foundation Stage is broadly satisfactory and is relatively stronger in linking letters and sounds, reading and writing. Attainment at the end of Key Stage 1 is broadly average in reading, writing and mathematics. Progress is satisfactory. Attainment at the end of Year 6 is also broadly average but is relatively better in mathematics than in English. Pupils in Years 5 and 6 are often making better progress than elsewhere in the school, because teaching is consistently good for older pupils. The gap between achievement in mathematics and in English is beginning to close because steps are being taken to improve provision for English. This was seen in a reading lesson where pupils supported and challenged each other to improve.

In lessons observed, pupils make more rapid progress when expectations, pace, resources and activities ensure they are engaged and motivated. For example, in a mathematics lesson in Years 5 and 6 on prime numbers, work was well matched to pupils' abilities and expectations are high. However, this is inconsistent across the school and pupils are not always challenged enough to engage and persevere with their learning.

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Achievement for disabled pupils and those with special educational needs is in line with other pupils because their needs are identified promptly and other adults are carefully deployed to deliver appropriate interventions. The increasing numbers of pupils known to be eligible for free school meals also achieve satisfactorily. Achievement in reading is in line with other areas of learning, but pupils are not always sufficiently challenged. Pupils enjoy reading and can say why they choose a particular book or author. However, some pupils focus on individual words rather than understanding what they are reading. Attainment in reading by the end of Year 6 when pupils leave the school is broadly average. Nearly all parents and carers feel their children are making good progress at the school. Inspection evidence shows that most pupils make satisfactory rather than good progress.

### **Quality of teaching**

Teaching is stronger at Key Stage 2 and this is reflected in pupils' achievement. Better teaching is characterised by higher levels of expectation by teachers and by the pace at which lessons are taught. Resources are also used well, such as the use of recordings of a journalist in an English lesson for Years 5 and 6, using an interactive whiteboard and puppets to bring story characters to life. Work in Key Stage 2 is more closely matched to the differing abilities of pupils which helps them to make good gains in their learning. For example, in a lesson on myths and legends the teacher set different work in order to meet the different learning needs of pupils by using different resources and templates.

There are some good examples of teachers' marking of pupils' work in which teachers make clear to pupils how well they have done and what they need to do to improve. For example, where marking refers to steps to success for learning and pupils have opportunities to check for themselves how well they have done. This is not consistent across the school, however, and in some classes marking is too general to help pupils to make more than satisfactory gains in their progress.

In weaker lessons, the pace is slower and the work provided for pupils is not always matched closely enough to different abilities in the class. As a result, pupils are less enthusiastic in these lessons and their progress is slower. Teaching in the Early Years Foundation Stage helps children satisfactorily develop key skills and routines, for example by weighing different kinds of fruit and washing the vehicles that they ride on.

Disabled pupils and those with special educational needs receive satisfactory support overall that enables them to make similar progress to their peers. The teaching of reading is satisfactory. It is generally successful, but teachers are not always confident in the way the reading and writing programme is used. For example, pupils sometimes have the same work to do or use the same text even though their abilities are different and so their specific needs are not always catered for. Parents, carers and pupils have a positive view of the teaching in the school, although pupils are not always sure how well they are progressing. This is also seen in some lessons where pupils are sometimes unsure of their targets and are not routinely given steps

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to success so that they can measure their own progress.

### **Behaviour and safety of pupils**

Pupils' conduct is generally good around the school and on the playground. They are typically courteous and polite to adults and to each other. For example, on the playground pupils organise and run their own games with very little intervention by adults. They say that they feel safe because adults are good at caring for them, such as being diligent about administering first aid. They are aware of potential dangers and have a good understanding of internet safety.

When differences arise, pupils say these are dealt with promptly and effectively by both adults and pupils. Pupils feel that help is available whenever they need it. They feel able to talk to an adult if they have concerns, or to contact one of the 'playground pals', older pupils whose job is to support younger ones. Pupils are aware of different forms of prejudiced-based bullying and their understanding is promoted by school initiatives such as the anti-bullying Commitment Award of Excellence and visits by the police. This contributes to a school that is effective as a socially cohesive community.

In lessons, while most behave well, pupils are not always as consistently engaged and motivated as they could be when the pace of learning slows. There are occasional incidents of low-level disruption and, although these are dealt with effectively, the flow of learning is sometimes interrupted. During lessons, pupils do not always volunteer and want to take part as much as they could. Parents and carers agree with pupils that behaviour is at least satisfactory and that pupils are safe at school.

### **Leadership and management**

The new headteacher and her deputy headteacher have a clear vision to improve the school that is shared and supported by staff and the governing body. All staff are proud to be part of the school and know what is to be achieved. Partnerships with parents and carers are strong and the headteacher is visible and available, for example by being at the school gates every morning. Parents and carers also appreciate opportunities to come into school, such as the open mornings, to see their children's work in class. The school is particularly effective in providing high quality pastoral care for its pupils. For example, the 'nurture groups' help pupils to develop social and emotional skills within a caring and supportive environment.

New initiatives are still becoming established, such as curriculum changes and training for teachers to improve their effectiveness. The curriculum is carefully planned to meet the needs of pupils and provides satisfactory opportunities for pupils to develop key skills in reading, writing and mathematics. The curriculum is broad and balanced, providing regular opportunities for first-hand learning and 'wow' moments in topic work. Non-core subjects such as history and art still have their distinctive character within lessons taught across the curriculum. The school

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promotes equality and tackles discrimination satisfactorily through the use of topics and the personal social and health education curriculum.

The school has the capacity to improve. Members of the governing body are much better informed since the previous inspection and have a committee structure more closely linked to school self-evaluation. They understand key parts of school effectiveness and are more knowledgeable about school performance data. They visit the school regularly and know about new initiatives. Leaders evaluate data about pupils' progress. They also monitor teaching regularly through lesson observations and scrutiny of pupils' work. Leaders use performance management as a way to drive improvements in teaching. However, the evaluation and interpretation of monitoring information is not always accurate and this means that school self-evaluation is not always as rigorous as it could be.

Safeguarding requirements are fully met. The school satisfactorily promotes the pupils' spiritual, moral, social and cultural development by providing a range of experiences. These include pen friends in other countries, work about famous sports people from around the world, and opportunities for pupils to take on responsibilities such as 'playground pals'.



## 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      | 54  | 42   | 2            | 2          |
| Primary schools      | 14  | 49   | 32           | 6          |
| Secondary schools    | 20  | 39   | 34           | 7          |
| Special schools      | 33  | 45   | 20           | 3          |
| Pupil referral units | 9   | 55   | 28           | 8          |
| All schools          | 16  | 47   | 31           | 6          |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

|                            |   |
|----------------------------|---|
| Achievement:               | the progress and success of a pupil in their learning and development taking account of their attainment.   |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.  |
| Attendance:                | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.   |
| Behaviour:                 | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.   |
| Capacity to improve:       | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.                    |
| Floor standards:           | the national minimum expectation of attainment and progression measures.  |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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:     | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.  |
| 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. |
| Safety:                    | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.             |

**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.**



11 July 2012

Dear Pupils

### **Inspection of Longmoor Primary School, Nottingham, NG10 4JG**

I would like to thank all of you for being so welcoming and helpful when I inspected your school. Your school gives you a satisfactory education. This means that there are things that your school is doing well and some things that need to be improved. I know that all the adults who help to run your school want it to be a good school. For this to happen, you need to make better progress in your work.

These are some of the good things about your school.

- The staff and other adults care for you well and want you to do your best.
- Some of your lessons are really interesting, and I know that you enjoy them.
- You get on well with your teachers and one another.
- You told me that you feel safe because the adults look after you.
- Your headteacher and the senior staff are helping the school to improve.

For your school to become even better I have asked your headteacher and the teachers to:

- give you work that always makes you think hard
- make sure lessons move along at a brisk pace
- give you steps to success so that you can see how well you are doing in lessons
- improve how they mark your work and give you more time to respond to their marking so that you know how you can improve.

I would like you all to play your part in helping the school to become even better. You can do this by trying to work problems out for yourselves in lessons and looking carefully at teachers' marking.

I wish you every success in the future.

Yours sincerely

Peter Lacey-Hastings  
Lead Inspector

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