

Longfield Primary School

Duke's Avenue, Harrow, HA2 7NZ

Inspection dates 13–14 March 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Leaders have been effective in driving steadily rising standards over the last three years. By the end of Key Stage 2, pupils' attainment in reading, writing and mathematics is above average and continuing to improve with increasing numbers of pupils exceeding national expectations. This is good achievement. Pupils' speaking and listening skills are also good.
- Pupils who join the school speaking little or no English develop confidence and rapidly acquire language and communication skills that enable them to catch up quickly and to make as much progress as their peers.
- Leaders make sure there is an exciting range of themes and activities and many opportunities for pupils to celebrate diversity. These ensure that pupils gain skills in a wide range of subjects and this supports their good spiritual, moral, social and cultural development.
- Teaching throughout the school is mostly good and some is outstanding.
- Educational provision and teaching in the Early Years Foundation Stage is good.
- Support staff who work with pupils in need of extra help are making a strong contribution to pupils' good achievement.
- The school encourages parents and carers to help their children at home and this contributes to pupils' good achievement.
- Pupils' behaviour is exemplary. They are keen to learn and are unreservedly polite and courteous to each other.
- Pupils feel very safe and well cared for. They relish taking responsibility such as leading fund raising events for charity.
- Governors know the school well and rigorously hold the school to account for its performance and the management of its finances.

It is not yet an outstanding school because

- There are missed opportunities for pupils to reflect and act on their teachers' marking and guidance to make the necessary improvements to their work. Pupils do not always know the next steps they need to take.
- There are a few inconsistencies in the quality of teaching. Sometimes the work teachers set does not consistently meet the needs of all pupils, across all subjects.
- The quality of pupils' work in exercise books, including the way it is presented, is variable and this goes unchecked.

Information about this inspection

- Inspectors observed 31 lessons, seven of which were joint observations carried out with the headteacher and other senior staff. Inspectors also carried out a series of short visits to other lessons across the school, observed three assemblies and listened to pupils read.
- Meetings were held with staff, pupils, the vice chair of the governing body and other governors and a representative from the local authority. Inspectors took account of the 70 responses to the on-line Parent View questionnaire as well as the views of the parents and carers they met. They also considered the 64 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, including national test results and the school's own information about pupils' achievement, the school's self-evaluation, improvement plans, safeguarding policies and records and documents relating to performance management.

Inspection team

Lesley Leak, Lead inspector	Additional Inspector
Colin Lower	Additional Inspector
Lynne Kauffman	Additional inspector
Jill Thewlis	Additional inspector

Full report

Information about this school

- Since the last inspection, the infant and junior schools amalgamated to become a larger than average primary school with a nursery in September 2011.
- The proportion of pupils who are eligible for the pupil premium, which provides additional funding for the children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is smaller than the national average.
- A large majority of pupils are from minority ethnic backgrounds. Many speak English as an additional language. The largest minority ethnic group is from Indian backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is about 10% which is broadly average. Around 6% of pupils are supported at school action plus or have a statement of special educational needs. This proportion is low compared with national averages.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that pupils consistently make rapid and sustained progress by:
 - making sure that work set by teachers is exactly at the right level of difficulty for all pupils
 - ensuring that pupils understand their next steps in learning and giving them more opportunities to respond to their teachers' guidance and marking
 - routinely checking that work in pupils' exercise books, including the way it is presented, is consistently of the best quality.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress throughout the school and their attainment in reading, writing and mathematics is above average at both Key Stages 1 and 2. Increasing proportions of pupils are making progress above national expectation, with many more securing the higher attainment levels than previously.
- Pupils' speaking and listening skills are strong because pupils are given many speaking and listening opportunities from a young age. Pupils are confident speakers, because they are regularly asked to discuss their ideas in pairs and small groups and they are encouraged to give extended replies to teachers' questions. These approaches particularly support those pupils who are new to learning English.
- The school actively promotes equal opportunities and tackles discrimination by ensuring that pupils who are not making sufficient progress are given extra help to achieve well. Rigorous checks on pupils' progress mean that any who need extra support are quickly identified and provided with specific support either in small groups or with one-to-one tuition. Consequently, all groups of pupils make good progress from their different starting points, including disabled pupils and those with special educational needs.
- Evidence of the school's current performance shows that pupils funded through the pupil premium, including those known to be eligible for free school meals, are working at the same age-related attainment as their peers. This is because funding has been effectively spent on meeting the needs of identified pupils through additional support and other groups' activities in English and mathematics.
- Pupils with an Indian background make good progress. Many develop language skills quickly and reach above average attainment.
- Many speak English as an additional language and through effective teaching of phonics (linking sounds and letters), their reading skills and use of new words develop quickly. Across the school, pupils develop good reading skills and enjoy a variety of texts. Phonic knowledge is developed systematically and is taught particularly well in Reception and Key Stage 1 so pupils make good progress. Underperforming readers are given extra support so that overall achievement in reading is good. Parent and carer volunteers are encouraged to support pupils with their reading in school and their additional help is highly valued because of its positive impact on reading.

The quality of teaching is good

- Teachers and other adults create a highly positive learning environment which fosters good relationships and excellent attitudes to learning. They have good subject knowledge and are well trained to support pupils' learning and progress.
- In the Early Years Foundation Stage, staff provide a stimulating, happy learning environment, both indoors and outdoors, where children quickly become confident learners and make good progress. Staff have established clear routines, so that children feel secure and together with a wide variety of activities designed to challenge and motivate them, children are encouraged to collaborate with each other. Their good work is celebrated and, as a result, children know when they have been successful, and this contributes to their high self-esteem.
- The teaching of writing has improved over the last year. New 'boy friendly' teaching strategies, to raise the achievement of boys in writing, are effective in motivating boys to write at length. This is impacting on their higher attainment.
- Adults who support pupils in need of extra help, including disabled pupils and those who have special educational needs, are making a strong contribution to improving standards because their work is skilfully planned; they are well trained and led by the assistant headteacher.
- Most work is set at the right level. Where teaching is outstanding, teachers inspire pupils to learn and tasks are set to stretch their thinking and reasoning skills. In one excellent Year 2 lesson,

the teacher, pretending to be the girl in the class storybook, asked the children to consider whether she should go through a potentially dangerous tunnel to rescue her brother. Using their sophisticated reasoning skills and knowledge of the story, pupils wrote letters to the 'girl' explaining why she should follow their recommendations. Everyone was challenged to add something extra and, for example, the higher attaining pupils included additional emotive language to strengthen their arguments.

- However, in less effective lessons, teachers do not always pitch the work accurately enough to meet all children's needs which limits the progress they can make.
- The school's core 'Landmark' mathematics and English assessments are accurately levelled because they are rigorously moderated but marking of pupils' work in general is less regular. Pupils are not always clear about their next steps and too often there are missed opportunities for pupils to reflect on their teachers' guidance, to correct mistakes or to attempt further challenges so as to consolidate what they have learned. Pupils do not always take sufficient pride in the presentation of their classwork and sometimes this goes unchecked.

The behaviour and safety of pupils are outstanding

- The behaviour in lessons and around school is outstanding. Pupils and staff are unreservedly polite and courteous to one another and there is a community feel to the school. In the words of one pupil, 'In this school everyone is your friend.'
- Pupils are eager to learn and are highly motivated. They demonstrate outstanding social skills, working well together in pairs or small groups. They value the many opportunities to take on responsibilities, such as membership of the proactive school council and the school's forum. They run many fund raising events to support a range of charities.
- Pupils of all ages take responsibility for their own actions. They have a very good understanding of how to stay safe. Bullying is extremely rare. Pupils fully recognise the importance of caring for each other and valuing each other's views and opinions, but they also know that the school will deal with it swiftly on the odd occasion when it does happen.
- They act extremely responsibly on the playground. Their attitudes to learning are exemplary and they concentrate on their work, persevering with activities for long periods without losing attention, even in the less effective lessons.
- All staff are consistent in their approaches to behaviour which contributes to the pupils' strong academic achievement. The school works well with outside support agencies to ensure that vulnerable pupils receive all the support they need to achieve well. Every class has a pastoral mentor attached to it so that pupils can talk about their problems whenever the need arises.

The leadership and management are good

- The headteacher, ably supported by her leadership team, and together with the governing body, are successful in communicating their high expectations and strong ambition for the school to the staff and pupils. The school has ensured a smooth transition to the new primary school, following the amalgamation of the original junior and infant schools, by establishing new systems and procedures. Staff, parents and carers agree it is led and managed well.
- Systems to check on pupils' progress increase leaders' responsiveness to any fluctuations. This has led to greater accuracy of pupils' assessed work alongside a successful project to raise boys' achievement in writing.
- The weak quality of work in some pupils' exercise books impedes their progress. Senior leaders have accurately identified, in their school development plan, the need to check the quality of pupils' routine classwork and its presentation more thoroughly.
- Parents and carers speak highly of curriculum workshops organised by the school to help them

to support their children's learning at home. These are well attended and have a notable impact on pupils' good attainment. All who responded to Parent View said that they would recommend the school.

- The school's systems for managing staff performance have been revised so that they focus more rigorously on the impact of teaching on pupils' progress. All teachers, including those newly qualified, and support staff value the good quality training they receive. Well-matched professional development and training which are carefully matched to staff's individual needs have ensured that the quality of teaching is mostly good and that a growing number of lessons are outstanding.
- The school has continually worked in a very positive way with the advisory service at Harrow Local Authority, welcoming the high quality expertise and support it receives, when requested. There has been no need for the local authority to provide more than a 'light touch' support because the school has remained a good school.
- **The governance of the school:**
 - The governing body has made a strong contribution to the good quality of education the school provides. For example, by providing appropriate support and guidance it helped ensure a smooth transition, prior to the school's reorganisation in September 2011. The governing body is effective in its ability to challenge and support the school. Its members know what the school is doing well and where it could do better because they are fully involved in the school's self-evaluation activities. They have an insightful understanding of information on pupils' progress, and use it to make comparisons with national expectations. For example, they are aware that boys' achievement in writing has needed attention. Governors check the use of the additional funding through the pupil premium, to narrow the gap in attainment, and this is having a strong impact on this group's achievement this year. Governors pay close attention to the school's evaluation of teaching and its management of staff performance in relation to pay progression. Governors ensure that safeguarding arrangements meet statutory requirements and that equal opportunity is promoted well. Members of the governing body have been well trained by the local authority to fulfil their duties.

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

Unique reference number	102199
Local authority	Harrow
Inspection number	400227

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	713
Appropriate authority	The governing body
Chair	Maria Dingle
Headteacher	Paramjit Virdee
Date of previous school inspection	13–14 July 2010
Telephone number	020 88667331
Fax number	020 84292891
Email address	pvirdee.310@lgflmail.org

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2013

