

Serco Inspections  
Colmore Plaza  
20 Colmore Circus Queensway  
Birmingham  
B4 6AT

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T: 0121 679 9154  
Direct email: aidan.dunne@serco.com



2 July 2014

Mrs Joanne Menzies  
Headteacher  
Longmoor Primary School  
Newstead Road  
Long Eaton  
Nottingham  
NG10 4JG

Dear Mrs Menzies

### **Requires improvement: monitoring inspection visit to Longmoor Primary School**

Following my visit to your school on 1 July 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

### **Evidence**

During the inspection, meetings were held with you and with other senior leaders responsible for literacy. I met with members of the Governing Body and held a telephone conversation with a representative of the local authority, to discuss the action taken since the last inspection. I evaluated the school's action and the most recent information on the progress pupils are making in reading, writing and mathematics was scrutinised, alongside a small sample of pupils' written work. I made short, informal visits to each class.

### **Context**

Since the section 5 inspection in January, a new teacher in charge of Early Years has been appointed and took up post after Easter. Three other teachers have been

appointed to start in September 2014. One of these will lead on mathematics. A new Higher Level Teaching Assistant (HLTA) has been employed, with responsibility for liaising with families and other, external agencies. A new parent governor has been appointed. Some improvements to the school's provision for outdoor learning in the early years setting have also been completed.

## **Main findings**

You and your senior leaders have put in place strong, tightly focussed plans for driving improvement. These are based on an honest, accurate view of school performance and clearly address the areas for improvement highlighted in the recent section 5 inspection. Staff have received a significant amount of training, support and individualised coaching in order to improve their teaching of writing. This, along with new criteria for marking is having a discernible impact on the quality of pupils' written work. Pupils have more opportunities to apply their skills in other subject areas. This is helping them to develop their vocabulary whilst also strengthening their grammatical accuracy. School information shows that pupils are making better progress in writing, including those pupils who are entitled to additional support funded through the pupil premium grant. In addition, more-able students are on track to reach higher levels of attainment in reading and writing by the end of Key Stage 2 this year. School leaders recognise that accelerating the progress these two groups of pupils make remains a key issue for all year groups in the school.

The quality of teacher's written feedback has improved since the inspection. Pupils now receive individualised feedback based on what they have shown they can do, and what they need to improve. They are also given time to respond to this, allowing them to correct mistakes or to improve their writing using more sophisticated vocabulary. Both pupils and teachers agree that this is making a noticeable difference to the progress they make. Leaders have also introduced new systems for setting precise targets, so that pupils at all levels of ability know what their next steps are.

Leaders at all levels articulate high aspirations. They have started the process of commissioning an external review of the school's use of the pupil premium, which has included investigating practice at another local school. They can evidence that these pupils are making progress that is broadly in line with their peers. However, they are clear that they want this to accelerate even further to ensure that the standards they reach are even higher. Leaders are now monitoring the effectiveness of the additional support each pupil receives. This, combined with improvements to the quality of teaching, is improving the progress these pupils make.

Governors remain strongly committed to the school. They regularly visit the school and gain first-hand evidence of school improvement. For example, they ask to scrutinise work during committee meetings so they can check that teachers are following the new marking policy. They have a sound overview of the school's strengths and weaknesses, and support the headteacher well in making important

appointments to the school's leadership team. They have also prioritised funding, to ensure there is additional leadership capacity in the school. This is underpinning the strong trajectory of improvement that is evident.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority prioritises the school as a 'high priority' school owing to the judgement on overall effectiveness reached by Ofsted at the last section 5 inspection. However, the local authority adviser has confidence in the leadership of the school and has therefore, directed support into those areas identified by school leaders. Advisers have worked with school leaders to provide an external view of the quality of teaching, for example through work scrutiny and lesson observations. This has effectively confirmed leaders' own evaluation of the improvements that have been made. Additional support has also been provided to prepare teachers for teaching the new information technology curriculum from September 2014.

I am copying this letter to Linda Fitch, the Chair of the Governing Body, and Ian Thomas, the Strategic Director of Children and Younger Adults Services for Derbyshire.

Yours sincerely

Philippa Darley  
**Her Majesty's Inspector**