

Longmoor Primary School

Newstead Road, Long Eaton, Nottingham NG10 4JG

Inspection dates	7–8 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- All current pupils, including disadvantaged pupils, make good progress from their starting points in mathematics, reading and writing.
- By the end of Year 6, pupils achieve standards which are securely in line with age-related expectations in a wide range of subjects. These include history, art and information and communications technology (ICT).
- The most able pupils are challenged well to achieve the higher standards they are capable of. As a result, they reach higher standards than their peers.
- Pupils have many opportunities to explore and investigate subjects in which they are particularly interested. As a result, there are good levels of engagement.
- Children in the early years are keen learners and enjoy coming to school. This is because the early years leaders ensure that their learning needs are well met, particularly in the nursery.
- Teaching is good. Teachers and teaching assistants ensure that pupils are well supported and that learning tasks are matched to their needs. As a result, pupils make good progress.
- Pupils are confident and self-assured. They demonstrate mature attitudes to friendships and learning. They are a credit to their parents and their school.
- The headteacher has brought new life to the school. She has successfully improved the quality of teaching since the last inspection. As a result, standards have risen for all pupils.
- The governing body knows the school well. Since the previous inspection, it has strengthened its systems for checking the quality of education. As a result, governors challenge school leaders with sound knowledge and understanding.

It is not yet an outstanding school because

- Leaders gather a wealth of pupil assessment information. However, they do not always use this precisely or make good enough links across the data to secure accelerated progress for all pupils.
- Although the less able pupils are making at least expected progress, it is not accelerating as rapidly as the progress of other pupils in the school.
- Though there is outstanding teaching in the school, this is not consistently achieved.

Full report

What does the school need to do to improve further?

- Ensure that leaders at all levels and in all key stages use assessment and monitoring information more precisely in order to further accelerate the progress of pupils, particularly those who are less able.
- Improve the quality of teaching further so that it matches that of the most challenging and inspiring teaching and pupils make the progress that they should.

Inspection judgements

Effectiveness of leadership and management is good

- Since the previous inspection, the headteacher has rapidly improved the quality of teaching and learning at the school. As a result, standards have risen and all groups of pupils have made better progress, with many making accelerated progress, in a range of subjects, including mathematics and English.
- The headteacher has demonstrated determination and courage in addressing inadequacies in the quality of provision. She has successfully gained the support and trust of the whole school community, including the parents, who overwhelmingly say they would recommend Longmoor Primary to other parents. As one parent said, 'I genuinely believe Longmoor is a brilliant school... academically; our daughter's development has been a joy to watch.'
- The headteacher is well supported by the highly committed deputy headteacher. Together, they have built a senior leadership team who know the school's strengths and areas for development well. As a result, they work effectively as a team to raise standards across the school.
- The headteacher and deputy headteacher monitor the quality of teaching rigorously. Since the previous inspection, poor-quality teaching has been eradicated. Performance management targets link closely with the areas for improvement in the whole-school development plan. Individual teachers' strengths and weaknesses are identified and support is provided through high-quality professional development. This has resulted in the quality of teaching improving quickly.
- Leaders at all levels check the quality of learning in their subjects effectively by looking closely at pupils' work, asking pupils their views on learning and observing the quality of teaching during lessons. As a result, leaders have a clear picture of pupils' attainment and progress, including in history and art. They take action to bring about further improvement through well-devised plans and the provision of high-quality resources. For example, the museum provides artefacts associated with the different periods of history pupils study. This is so that pupils can learn about primary and secondary sources of evidence more effectively.
- Systems for checking the effectiveness of pupils' learning ensure that leaders have a wealth of assessment information to support their planning for improvement. The new tracking system is still in its infancy, and as such, leaders have not completely finalised which assessment information they need to identify. As a result, leaders miss opportunities to accelerate the progress of pupils more rapidly, particularly the less able pupils.
- The leader for curriculum development is knowledgeable and effective in ensuring that pupils are provided with interesting and engaging learning experiences in a broad and balanced range of subjects. As a result, there is good-quality engagement in learning across the school. Pupils have the opportunity to consider what they want to find out about, and learning stems from their questions. This approach ensures that leaders plan well to support pupils' understanding of democracy and choice.
- Leaders ensure that the wider curriculum supports pupils in developing their spiritual, moral, social and cultural understanding effectively. For example, pupils learn about other faiths through their lessons and in assemblies. Pupils work with artists and, throughout the school, there are striking examples showing pupils creating their own art with increasing skill and maturity.
- The impact of the pupil premium funding for disadvantaged pupils is very carefully analysed. If interventions or other support do not help pupils to make the accelerated progress they need, leaders stop them. New interventions are put in place without delay. In the recent past, this group of pupils has not been well served by the school. However, current school assessment information shows they are making good progress in mathematics, reading and writing as well as in other subjects.
- The leader for special educational needs has a secure understanding of the learning needs of this group of pupils, and of the learning needs of the most able pupils in school. She tracks the progress of this group of pupils carefully and evaluates the impact of intervention plans. As a result, pupils who have special educational needs or disability make similar progress to their peers across the school.
- Staff receive a wide variety of training in ways of supporting pupils, for example those with caring responsibilities at home. This level of care ensures that pupils with a variety of special needs are able to have equal access to the curriculum provided by the school.
- The additional sports funding received from the government is used effectively to increase access to sport for pupils. Qualified sports coaches support teachers' planning of physical education (PE) lessons. This has been particularly effective for the newly qualified teachers at the beginning of their careers. The headteacher evaluated pupils' opportunities to take part in competitive sport and found them lacking. As

a result of the additional funding, pupils now take part in termly competitions with other local schools. Training has also been provided for midday supervisors and this has increased pupils' engagement in sport at lunchtime.

- The local authority provides support to the school through an education consultant. He has provided effective and timely support to bring about school improvement. The consultant supports the headteacher to evaluate the quality of teaching and learning in the school. Support is also provided to the governing body in evaluating the effectiveness of the headteacher's performance.
- **The governance of the school**
 - Since the last inspection, the chair of the governing body has transformed the role and function of the governing body very effectively. Governors are passionate about school improvement. They demonstrate good understanding of the quality of education and the progress of pupils. Governors are determined to challenge leaders to improve further and at faster rates.
 - The governing body is vigilant in ensuring that the budget is spent effectively to bring about the best outcomes for pupils. It expects school leaders to bring well thought-out plans for improvement so that governors can make sound decisions based on effective analysis of information. For example, in deciding the staffing structure for the school, governors asked the headteacher to present descriptions of different types of structure so that they could decide what would best meet the needs of pupils within the budget available.
 - Governors have a good understanding of the impact of pupil premium funding. Regular meetings with the headteacher and other senior leaders ensure that they know which interventions are making the most difference. Governors also meet with the local authority school improvement partner (SIP) so that they fully understand the impact this funding has on the progress of pupils. Governors are unafraid to challenge school leaders if they are not satisfied with the assessment information they receive. As a result, this aspect of governance has improved since the last inspection.
 - The governing body uses the headteacher's report on teachers' performance to make appropriate decisions on pay. Performance targets for the headteacher are set with support from the SIP based on the analysis of the school's performance from the previous year.
- The arrangements for safeguarding are effective. Leaders vet new staff using appropriate checks to ensure that they are safe to work with pupils. There is a tangible sense of safeguarding being woven into the life of the school. The site manager carries out regular risk assessments and the site is clean, well-ordered and safe. Leaders ensure that adults receive regular up-to-date child protection training, including in recognising and responding to radicalisation and extremism and in sexual exploitation. The records of pupils needing additional support are kept securely and confidentially. Records are chronological and well organised. When pupils transfer to other schools the handover of sensitive records is well managed. This ensures that no time is wasted and that pupils are kept safe. Governors and staff have a sound understanding of correct procedures should any allegations or concerns be raised about adults working in the school.

Quality of teaching, learning and assessment is good

- Since the previous inspection, the quality of teaching has improved. Leaders have successfully raised teachers' expectations of what pupils can achieve and, as result, pupils' outcomes have improved over time.
- Teachers' planning is effective. Tasks engage pupils' interest and challenge them to think, apply previous learning and share their learning with each other. As a result, learning needs are well met and pupils' commitment to learning is good.
- Relationships between the adults and pupils are strong. Teachers and pupils collaborate well to tease out where pupils do not understand or have misunderstood a new concept. During the inspection, pupils were seen benefiting from learning conversations with their peers or their teachers. Pupils talk about learning positively and know that adults will help and support them should they 'get stuck'. As a result, pupils' confidence to tackle new learning is high.
- Teachers have high expectations and this is seen in the subject-specific knowledge and challenge they present. For example, in Year 6 during a mathematics lesson, pupils were asked to consider the relationship between 9 and 36. The teacher went on to explore further numerical relationships including negative numbers. Open-ended questions such as 'What do you notice about the numbers?' offered pupils the opportunity to deepen their knowledge of number. Pupils relished this and worked with

enthusiasm to great effect.

- The use of additional adults is very effective and enhances learning. Teaching assistants are skilled in supporting pupils. They have sound subject knowledge because teachers plan well for this. As a result, whether working in class or with small groups of pupils to carry out interventions, teaching assistants make a valuable contribution to the learning and progress of pupils.
- Outcomes in writing have improved and pupils' progress in this subject is good. Pupils write well across the curriculum in a variety of styles and demonstrate appropriate understanding of grammar, punctuation and spelling. Teachers plan many opportunities for pupils to read for learning in, for example, geography, information and communication technology and history. As a result, cross-curricular skills in reading and writing develop well.
- The most able pupils have their needs well met. For example, in mathematics, pupils as young as four were attempting to solve problems relating to multiplication. Following the school's policy, this same approach to challenging the most able is seen across the school. Teachers' individual education plans for the most able highlight their learning needs across a range of subjects. Consequently, as a group, they make very good progress and outcomes are high.
- It is clear from pupils' books that teaching has improved. This has resulted in good progress and pupils' greater development of skills and better subject knowledge. In the very best quality learning, no opportunities are wasted to challenge and deepen learning and pupils make rapid progress over time. This very best practice in teaching is not yet seen across the school and as a result, not all pupils make the same accelerated progress as others, particularly the less able pupils, whose progress is often not as strong as their peers.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good. The school's aim of 'care and consideration for others' is evident in classrooms, around school and in the playground. A wonderful example of this was heard when an inspector spoke with a group of pupils about playtimes. The pupil said, 'When I'm out in the playground playing football, I often look up to see if anyone is alone. But no one is; I see everyone playing happily with their friends.' For a pupil as young as 11 to be so considerate speaks highly of the ethos of care at the school.
- Pupils are confident and self-assured. They understand how to speak appropriately with adults, including with the inspection team during the visit. Inspectors were stopped on numerous occasions by pupils of different ages who held mature conversations about their views on their school. Pupils enquired how inspectors were and demonstrated a politeness and consideration that is a credit to the school and their parents.
- Pupils willingly take on roles of responsibility. 'Playground pals', sports leaders and school council members are just some of the ways pupils help the staff to manage the school. Pupils seek after and value these roles. Pupils understand that they should make a contribution to 'society' and do so willingly.
- This same attitude can be seen in the pupils' commitment to raising funds for the Footprints Orphanage in Africa. Leaders ensure that pupils understand how they can make a difference and promote this well throughout the school.
- Pupils told inspectors that teaching about different forms of bullying happens very regularly. Pupils spoken with during the inspection were able to explain about different forms of bullying, including where someone might be perceived to be 'different' to everyone else. Leaders clearly make provision for older pupils to talk about issues such as families with parents of the same sex for example. Pupils know any form of bullying is unacceptable. The school's logs on bullying show very low levels recorded. Pupils and parents agree that, should it occur, it would be dealt with quickly.
- Only on rare occasions do pupils' attitudes to learning let them down. School leaders are aware that moments of low-level disruption in some lessons mean there is still some work to be done to ensure that all pupils focus fully on learning at the appropriate times.

Behaviour

- The behaviour of pupils is good. Pupils and parents agree that this is what behaviour is typically like at school.

- Adults provide strong role models for the pupils. Teachers adopt a calm and compassionate approach to behaviour management. Pupils clearly understand what is expected of them and willingly cooperate with their teachers.
- During playtimes, in the dining hall and in the corridors, pupils socialise and play happily. Pupils spoken with said that they appreciate the wider opportunities to use play equipment at lunchtime. At the end of playtime, inspectors saw pupils walk sensibly into school.
- Pupils' attitudes to learning are also good. Pupils fully engage in their tasks. Pupils' books also demonstrate that tasks are usually completed in the time given. However, where learning is not challenging enough, some off-task behaviour means pupils' progress in learning slows.
- Attendance is good. The proportion of pupils attending school regularly is above the national average. The proportion of pupils who are persistently absent is below the national average. Leaders are effective in ensuring that pupils attend regularly and on time. This is because they have robust systems for checking pupils' attendance and acting quickly to ensure that parents send their children to school to learn.

Outcomes for pupils

are good

- Pupils' outcomes in reading, writing and mathematics are improving quickly because leaders have improved the quality of teaching since the last inspection. A combination of higher expectations and a curriculum that meets pupils' needs has proved successful in raising standards.
- Pupils' development and learning in a wide range of subjects other than English and mathematics is also good. Around school and in pupils' books, there are good examples of pupils learning at age-appropriate levels in subjects including science, history, art and ICT.
- In 2015, the proportion of pupils achieving the standard in the Year 1 phonics test was below the national average. Leaders rapidly addressed this in the current school year. Leaders changed the way the teaching of phonics (letters and the sounds that they make) is delivered. Closer attention to the monitoring of progress has also had an impact. As a result, currently, expected outcomes for the Year 1 phonics test are least in line with the national average for last year. Outcomes for those pupils in Year 2 who did not achieve the standard the previous year are also in line with the national average for Year 2.
- Pupils enter Year 1 with skills and abilities that are broadly in line with age-related expectations. This is due to the good progress they make in the early years. This is maintained throughout key stage 1. By the time pupils left this key stage in 2015, their outcomes for reading, writing and mathematics were broadly in line with the national average, and in mathematics slightly above, at Level 2. At the higher level, the most able pupils achieved outcomes similar to those of their peers nationally.
- In 2015, the gaps between disadvantaged pupils and their peers in key stage 1 were closed. Disadvantaged pupils' outcomes were above those of their peers nationally in reading, writing and mathematics.
- At key stage 2, in 2015, pupils' outcomes in mathematics, reading, writing and grammar, punctuation and spelling were broadly in line with the national average at Level 4. There was a similar picture at Level 5. The proportion of pupils achieving the higher levels was significantly above the national average, particularly in mathematics for non-disadvantaged pupils. However, the gap in outcomes between disadvantaged pupils at this level and their peers was wider than the national gap.
- In 2015, the proportions of pupils making expected progress and exceeding expected progress in mathematics, reading and writing was in line with similar proportions nationally. However, in writing and mathematics, the progress of disadvantaged pupils was not as good as their peers.
- Currently, the school's assessment information and the work in pupils' books show progress in learning is accelerating across year groups and subjects and is now good. School data for end of key stage outcomes for key stage 1 and key stage 2 suggest that the majority of pupils are attaining age-related expectations in mathematics, reading and writing, and in key stage 2 in grammar, punctuation and spelling. Work in pupils' books suggests the school's predictions are accurate.
- Outcomes for disadvantaged pupils are at least in line with other pupils in school. In some classes, disadvantaged pupils' current outcomes are above those of their peers and gaps in learning have closed. Disadvantaged pupils make similar progress to their peers across all three key stages.
- The most able pupils are well provided for. The proportion of more able pupils across the school exceeding age-related expectations is at least in line with the national average for the previous year.

School assessment information shows that the progress of this group of pupils is accelerating strongly.

- Progress in learning is similar for most groups of pupils, including the progress of boys and girls. However, the work in pupils' books shows that the less able pupils are not making the same progress as their peers and their attainment in mathematics, reading and writing is lower. The gap between their attainment and that of their peers is not narrowing.

Early years provision

is good

- The early years leader is skilled and understands the learning needs of very young children well. She has an accurate understanding of the strengths and areas for development in this key stage.
- Children settle very quickly into the nursery. This is because leaders take care to provide children and parents with the support they need to feel confident about the setting. Leaders meet with parents to find out what their children are able to do so that children begin school well. Leaders also make home visits and liaise with other settings to ensure that they have the information they need to settle children quickly.
- School assessment information for children on entry to nursery shows children enter school with skills and abilities below those typical for their age, particularly in communication and language, number and reading. During their time in this key stage, children make good progress in learning across the areas of learning. The proportion of children achieving a good level of development in 2015 was broadly in line with the national average for all children. Disadvantaged children achieved outcomes that were at least similar to, and in some cases above, those of their peers. This represents accelerated progress for this group of children.
- In 2015, boys did not achieve as well as girls in reading and writing. The gaps between them were wider than the national gaps. Leaders were aware of the gaps and took steps to improve boys' outcomes this year. During inspection, the boys observed who did not have an identified special educational need have skills in writing and reading similar to those of girls.
- The early years leader has a wealth of assessment information about the children, including about the progress of boys, girls, and the most able as well as disadvantaged and non-disadvantaged children. However, this information is not used as well as it should be to fine-tune planning so that more children make even better progress in learning.
- Adults establish a caring and supportive ethos as soon as children arrive. This mirrors the ethos in the rest of the school. The learning environment, particularly in the nursery, is vibrant and supports learning in all the areas of learning so that children learn well in reading, writing and number as well as in technology and expressive arts. Availability of opportunities for children to develop their understanding in both the indoor and outdoor classrooms is similar.
- Leaders have ensured that each child knows that there is a key person who will look after them. Children quickly and successfully attach themselves to this adult. Consequently, this gives children the confidence to develop strong social relationships, and behaviour in the early years is good.
- Adults know the children's learning needs well. Careful observations and tracking of children's growing skills means planning for learning is precise and focused on the next steps. Children are excited about their learning and happily apply their new skills when playing. For example, during the inspection, a boy was sitting looking at a book. Initially he used the picture clues to help him 'read' the book. However, in conversation with an inspector, he used his knowledge of phonics to decode the words as well. It was an exciting moment as the realisation dawned upon him that he could actually read!
- Parents are strongly encouraged to be part of the learning process. The 'WOW' walls show how well children are doing at home and make links to what is happening in school. Relationships with external agencies are also strong and ensure that children with learning needs have these well met in school.
- Safeguarding is effective and the early years leader ensures that all the welfare requirements of the early years are met.

School details

Unique reference number	112585
Local authority	Derbyshire
Inspection number	10009131

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

Type of school	Primary
School category	Community
Age range of pupils	3–11 years
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	The governing body
Chair	Linda Fitch
Headteacher	Joanne Menzies
Telephone number	0115 973 3368
Website	www.longmoorprimary.com
Email address	info@longmoor.derbyshire.co.uk
Date of previous inspection	29–30 January 2014

Information about this school

- The school is larger than most primary schools.
- Most pupils are from White British backgrounds. Very few pupils are at an early stage of learning English as an additional language.
- The proportion of pupils supported by the pupil premium is above average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is below average.
- The proportion of pupils supported through a statement or through an education, health and care plan is above average.
- There have been significant changes in staffing at all levels in the last two years. A new deputy headteacher took up post in September 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspectors observed 22 lessons, four jointly with either the headteacher or deputy headteacher.
- The inspectors scrutinised a large sample of pupils' work jointly with the headteacher and deputy headteacher. The inspectors also looked at pupils' books while visiting lessons and looked at the work on display around the school.
- The lead inspector met with the chair of the governing body and four other governors. The lead inspector also met with an education consultant working on behalf of the local authority.
- Meetings were held with the headteacher and deputy headteacher as well as the leaders of English and mathematics. A meeting was also held with the early years leader. The leader of the provision for pupils who have special educational needs or disability provided information about provision for these pupils. A further meeting was held with the curriculum leader, who also leads information and communication technology, the history subject leader and the leader for art.
- The inspectors spoke with pupils during visits to lessons and at lunchtime and playtime. The inspectors also spoke more formally with two groups of pupils.
- The inspectors analysed a large range of the school's documentation, including school performance information on pupils' attainment and progress, attendance, safeguarding and the checks that leaders make on the quality of teaching.
- The views of parents were gathered through the 101 responses to Parent View, Ofsted's online questionnaire, and the 17 responses to Ofsted's free text service. Inspectors also took into account the views of parents in the playground.
- The views of staff were taken into account through discussions with them in school and through the 19 responses to Ofsted's staff questionnaire.

Inspection team

Jan Connor, lead inspector	Her Majesty's Inspector
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Joanna Hall	Ofsted Inspector
Graham Boyd	Ofsted Inspector

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