

Longford Park Primary School

Windmill Road, Coventry, West Midlands CV6 7AT

Inspection dates

7–8 December 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

- As a result of effective leadership, management and governance, the school's effectiveness has improved since the last inspection and continues to do so.
- Pupils enjoy their learning at Longford Park. The highly effective curriculum and enrichment opportunities motivate pupils well and provide them with exciting and memorable experiences.
- Pupils who speak English as an additional language make strong progress as a result of support that develops their language skills.
- Disadvantaged pupils achieve well, because of effective use of pupil premium funding.
- Children achieve well in the early years because of effective teaching that is matched to their starting points, and an exciting and stimulating environment.
- Strong relationships exist between pupils and adults. Pupils behave well and feel safe. They are polite, courteous and work hard.
- The school promotes pupils' spiritual, moral, social and cultural development well, so that pupils are prepared for life in modern Britain.
- Attendance is good for all pupils and has improved for disadvantaged pupils. Most pupils now attend regularly.
- The most able pupils are not always suitably challenged and some do not reach their full potential.
- Pupils are not given enough opportunity to develop their vocabulary.
- Arrangements for assessing pupils' progress in subjects other than reading, writing and mathematics are at an early stage of development.

Full report

What does the school need to do to improve further?

- Raise the quality of teaching and increase pupils' progress further by:
 - consistently setting work at the right level that challenges pupils of different abilities, especially most-able pupils
 - checking pupils' understanding during lessons and moving pupils on when they show they are ready
 - improving pupils' understanding and use of a wide vocabulary in their work.
- Ensure that leaders monitor and evaluate pupils' progress in subjects across the whole of the curriculum.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders and governors have a clear ambition for the school. They are visible and accessible to staff, parents and pupils. They work well together and with other colleagues, resulting in improvements in the school. Effective action has been taken to address the areas for improvement identified at the last inspection. Leaders have ensured that teaching across the school has improved and is having a positive impact on pupils' outcomes. As a result, standards have risen and pupils achieve well.
- Leaders' self-evaluation is accurate and based on a wide variety of information to ensure that it is valid. Plans for improvement are clearly prioritised on what needs to be achieved next.
- Staff are held closely to account. Systems to manage teachers' performance are rigorous, and based clearly on national teachers' standards. Objectives set are clearly linked to the school's improvement priorities and pupils' outcomes. Teaching is improving as a result.
- Senior leaders check the quality of teaching well so that it is good across subjects and year groups. From their analysis of lesson observations and of pupils' work and progress information, leaders plan training and development sessions that link clearly to improvement priorities. Good practice evident in classrooms is shared effectively among staff who feel well supported to improve their own performance.
- Leaders ensure that pupils have a first-rate curriculum. They ensure that each year group covers a good breadth of subjects. A range of specialists provide lessons in music and physical education which contribute to high-quality delivery of the curriculum. Learning is enriched by trips and other experiences which are used in the taught curriculum. For example, pupils who attended a recent trip were using their experiences to develop their opinions about fair trade. Carefully planned opportunities such as this promote pupils' spiritual, moral, social and cultural development.
- Pupils have access to a wide variety of extra-curricular opportunities, and highly value these experiences. The primary sports funding has been used to expand the range of sports clubs available. Clubs and activities develop many skills, including teamwork, communication and resilience.
- Pupils' understanding of life in modern Britain and their awareness of British values are evident in their day-to-day behaviours, attitudes and principles. Displays of pupils' work around the school also promote British values. For example, pupils learn about democracy as part of a history topic.
- Leaders ensure that pupil premium funding is spent effectively to provide additional support for disadvantaged pupils. Teachers and teaching assistants know the barriers that these pupils face well and plan support to specifically address these. As a result, disadvantaged pupils now make similar rates of progress to other pupils nationally.

- The local authority has rigorously supported and held leaders and governors to account since the previous inspection. Regular improvement board meetings ensure that actions taken are evaluated and progress is monitored. A local schools network has recently been created. Leaders take part and benefit from the experiences of colleagues in other schools. However, the network is in its infancy so has yet to impact on outcomes.
- Middle leaders have energy and enthusiasm for their roles. They understand their responsibilities clearly and have developed specific plans to address key improvement priorities. Some middle leaders are new in post and although they have started to take action swiftly, impact on outcomes is still emerging.
- Leaders have developed good systems to collect information about how much progress pupils are making. They analyse this information to evaluate progress and attainment for different groups of pupils and in each year group. As a result, pupils who are underperforming are quickly identified and support provided so that they have the opportunity to catch up with their classmates. However, these systems do not give leaders and teachers information about how well pupils are doing across the whole of the curriculum.

Governance

- Since the previous inspection, a new chair of the governing body has been appointed and the structure of meetings has been changed. As a result, governors have improved their effectiveness in holding leaders to account, and supported the school in moving forward.
- Governors know the strengths and weaknesses of the school, and which aspects have improved. They visit the school regularly and have specific areas of focus. This helps governors to gather first-hand information about, and to validate, the work of the school. Governors analyse the school's work well and challenge leaders appropriately.
- Governors monitor regularly the additional funding the school receives, and ensure it is directed to improving pupils' outcomes. For example, governors receive detailed reports about how the pupil and sport premium funds are being spent, and their positive impact on pupils' progress and levels of participation in sport.
- The governor responsible for safeguarding meets regularly with appropriate school staff and checks that procedures are up to date and fully compliant.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and governors ensure that all staff are up to date and act on the latest guidance about keeping children safe. Adults at the school are confident that they know what action to take in response to safeguarding concerns. A culture of collective responsibility for safeguarding and welfare exists in the school.
- Recruitment procedures are robust and checks carried out ensure that all adults working at the school are suitably vetted. The school site is safe and secure.
- Leaders ensure that pupils who move to other schools are successfully registered before removing them from the school's roll. Detailed information about pupils is provided to new schools to ensure a smooth and safe transition.

Quality of teaching, learning and assessment

Good

- Teaching, learning and assessment have improved since the last inspection and are now good. As a result, pupils achieve well across the year groups.
- Pupils have strong, positive relationships with each other and with adults. These create a positive learning environment in which pupils regularly contribute to discussions and listen carefully to the views of their peers. For example, older pupils receive useful advice about how to improve their work when they read it out to their classmates. Positive interactions in the classroom also contribute to pupils' enjoyment of learning. There are many opportunities for group work which support pupils' social skills development.
- Writing is a key priority. As a result, pupils' skills in drafting, editing and improving their written work result in good progress. Teachers provide opportunities for pupils to write at length in English and in other subjects. Pupils' progress and standards in writing have benefited.
- Teachers provide good support for those pupils who need to make faster progress in order to reach expected performance levels by the end of the year. Teachers identify what pupils need to do next. They use this to present activities and arrange support which enables pupils to develop their understanding securely. Pupils also benefit from additional small group sessions where learning activities are very carefully planned to help them catch up.
- Teachers set homework that encourages pupils to think and work imaginatively. Clear tasks are assigned, and pupils say they can see how homework helps their learning in school.
- Pupils spend time reading each day. Pupils learn, develop and apply phonic skills so they can quickly break down and read unfamiliar words. Teachers have high expectations of pupils' reading. Staff consistently and accurately model sounds and provide a range of opportunities for pupils to apply their skills. Sometimes adults do not take opportunities to develop pupils' vocabulary. This prevents the most able pupils deepening their knowledge in a range of subjects. Also, resources are used which contain words pitched at the wrong level for pupils. Leaders have recently implemented strategies to further develop pupils' vocabulary, but their impact has yet to take full effect.
- Sometimes there is insufficient challenge for pupils, especially the most able – for instance, when tasks for pupils are too easy, or when teachers do not accurately assess that pupils are ready to move on to more challenging work. As a consequence, work does not make pupils think deeply enough to develop greater depth in their learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Through displays of pupils' work, the school shows how it encourages pupils to show respect and tolerance for others. The high priority the school places on every pupil is reflected in the harmonious relationships that are evident in pupils' learning and play. This leads to pupils being well prepared for life in modern Britain.
- Pupils work very well together. They are keen to listen to what their peers have to say, and reflect on this in developing their own views and opinions. These attitudes, and high-quality and varied enrichment opportunities, contribute well to pupils' spiritual, moral, social and cultural development.
- Pupils are aware of how to keep themselves safe around school, for example when using electronic communication. Pupils say that they feel safe and well cared for. They know that there is someone at school to help them with any concerns they may have.
- Pupils have a good understanding of staying healthy. They learn about healthy lifestyles in topic work. High rates of engagement and enjoyment in physical education lessons, provided by a specialist tutor, and participation in a wide range of extra-curricular sporting activities successfully aid pupils' physical development and well-being.
- Leaders are keen to ensure that parents are fully informed about ways to keep their children safe. Staff run workshops to provide parents with up-to-date information about aspects of safeguarding. Parents' attendance at these sessions is increasing.
- Senior leaders and learning mentors are routinely available for parents to talk to as pupils arrive at school in the morning. A recent school survey indicates that the regular newsletter is highly valued by parents. However, some parents say occasionally that communication from staff about specific incidents involving their children could be further improved.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and respectful of each other and adults in lessons and around the school. They know the expectations for their behaviour and enjoy the rewards they receive. Pupils play actively and happily during well-organised and well-supervised social time.
- Pupils are tidy and help keep the school environment clean and free from litter and clutter. They wear their school uniform neatly and with pride.
- Staff promote good behaviour and manage pupils' needs where appropriate. As a result, conduct in lessons is positive, and learning is very rarely disrupted. Staff and most parents are positive about the management of behaviour in school.
- Leaders routinely analyse behaviour carefully. Checks show there are very few incidents of bullying. Pupils state that bullying is rarely a problem and that if anything does go wrong, problems are dealt with well. The use of inappropriate language is rare and tackled appropriately. Effective actions, in response to poor behaviour, result in very few pupils failing to meet expectations for conduct on a regular basis.

- Attendance rates are in line with the national average, and have improved since the last inspection, especially for disadvantaged pupils. However, the proportion of disadvantaged pupils who are persistently absent remains high. This is being tackled by a range of strategies including increased levels of communication with parents and the opportunity to attend the school's breakfast club.

Outcomes for pupils

Good

- Pupils' achievement has improved since the last inspection and is now good. Many pupils start school with a level of knowledge and skill below that typical for their age. Also, a large proportion start with learning or emotional needs. In addition, many pupils enter school with little or developing knowledge of spoken English. Nevertheless, many pupils make good progress across the whole school.
- Pupils who speak English as an additional language make stronger progress than other groups of pupils, particularly in writing and mathematics. Slower rates of progress in reading are successfully addressed through the additional support pupils receive to develop their language skills.
- The progress of those pupils who are disadvantaged is good. The progress they make across a range of subjects is broadly in line with other pupils nationally.
- The progress that pupils with special educational needs and/or disabilities make in reading, writing and mathematics is in line with their classmates by the time they reach the end of Year 6. Targeted support successfully addresses slower rates of progress in some year groups, particularly in writing, before these pupils leave the school.
- Teaching of phonics is systematic and increasingly effective, particularly for disadvantaged pupils. The proportion of pupils who achieve the expected standards in the Year 1 phonics screening check increased sharply in 2016 and was close to the national average. School monitoring information indicates that at least a similar proportion of current pupils are likely to achieve the expected standard this year.
- The most able pupils do not always make enough progress or attain as well as they should. This is because the level of challenge in lessons does not consistently provide opportunities for pupils to achieve at greater depth. For example in 2016, only a small proportion of pupils who started key stage 2 with high prior attainment in reading made expected progress and achieved at higher levels in reading.

Early years provision

Good

- Leadership and management of the early years are good. Leaders have high expectations of children's learning and behaviour. Staff are well trained and successfully provide a stimulating learning environment which engages and motivates children. Children are enthusiastic to learn and listen carefully. There is clear continuity of learning provided in the outside environment. A wide range of activities make a good contribution to children's spiritual, moral, social and cultural development.

- When children first come to school, many have a level of skill and knowledge below that typical for their age, especially regarding language and communication. Early years staff quickly and accurately assess children's particular needs and put appropriate and effective support in place. Learning and development opportunities are highly personalised for children – for example, the introduction of activities specifically to develop children's language skills and prepare them to learn phonics in key stage 1.
- The proportion of children, including those who are disadvantaged, who leave Reception with a good level of development has improved over time and was very close to the national average last year. Information provided by leaders suggests that this trend continues for children currently in the provision. Very strong leadership, organisation and teaching enable children to make effective progress, so that most are well prepared for Year 1.
- Children in Nursery and Reception are confident and happy because of the well-established routines that are reinforced by adults who work there. Adults ensure that children are able to learn in a safe and caring environment. For example, they regularly check the provision and equipment to make sure it is safe, and leaders ensure that all appropriate policies are in place and followed.
- Good links exist with parents to ensure that the process of children starting school runs smoothly. Home visits and a trip for new children and their parents ensures that early years staff get to know as many of the children as possible before they start school. They establish good relationships with parents from the outset. Parents who spoke with inspectors are positive and appreciative of the solid start their children make at school.
- Early years leaders are a crucial part of the school's leadership structure and regular communication exists with other leaders and teachers. Children benefit as they move into key stage 1 because there is continuity in their education and any additional provision that is already in place to meet specific educational needs.

School details

Unique reference number	103648
Local authority	Coventry
Inspection number	10020001

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	243
Appropriate authority	The governing body
Chair	Mrs Joan Leigh
Headteacher	Mrs Mandy Walker
Telephone number	02476 687 688
Website	www.longfordpark.coventry.sch.uk
Email address	headteacher@longfordpark.coventry.sch.uk
Date of previous inspection	6–7 November 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6, in 2015. This information is not yet available for the 2016 cohort because progress information has not yet been validated.
- The school is of an average size for a primary school.
- The proportion of pupils who are known to be eligible for support through pupil premium funding is higher than the national average.
- Over half of pupils are from minority ethnic groups, which is above the national average. The largest ethnic groups are White British, White other and Indian. Two in five pupils speak English as an additional language.

- One quarter of pupils have special educational needs and/or disabilities. This is higher than the national average.
- Children in the Nursery attend classes part time. Children in Reception attend full time.

Information about this inspection

- Inspectors visited classrooms to observe teaching and learning in all year groups and in a variety of subjects. They looked at work in pupils' books and on display, and spoke to pupils about their work. On some visits to lessons, inspectors were accompanied by senior leaders. A number of children read to an inspector.
- Inspectors met with the headteacher, other leaders and staff, governors and a member of the local authority. Inspectors considered the views of staff through meetings and discussions.
- Inspectors looked at pupils' behaviour in lessons and around the school at social times. They looked at the school's records about behaviour. Inspectors met formally with a group of pupils and spoke to pupils in lessons and during social times.
- Parents spoke to inspectors informally as they brought their children to school. Inspectors took account of responses to a recent school questionnaire and individual responses to Ofsted's online questionnaire, Parent View, during the inspection.
- Inspectors looked at a wide range of documents, including the school's self-evaluation and plans for improvement, records of pupils' achievement and progress, and information about attendance. They also evaluated documents related to protecting pupils and keeping them safe.

Inspection team

Rob Hackfath, lead inspector

Her Majesty's Inspector

Khalid Din

Ofsted Inspector

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