

# Inspection of Longford Park Primary School

Longford Park Road, Bodicote, Banbury, Oxfordshire OX15 4FU

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Inspection dates: 29 and 30 September 2021

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils are thriving at Longford Park Primary School. They thoroughly enjoy coming to school. A parent told inspectors her daughter even asks to go to school on Saturdays. When a group of pupils were asked what they liked most about their school, they all spoke knowledgeably and enthusiastically about what they were learning. Pupils were animated and articulate when discussing topics like climate change, computing or a science experiment.

The school's high expectations are reflected in pupils' consistently positive attitudes and great behaviour. Pupils are polite and considerate and sit happily talking to friends while having lunch. The 'buddy bench' is also there to help anyone who feels left out.

Pupils value the friendships they make. They spoke wisely about the qualities of relationships and what makes a good friend, focusing on treating people with respect and consideration. When discussing this, one group burst into a song they had learned in music about treating people with kindness.

Pupils feel safe and say bullying is rare. On the rare occasions where bullying does happen, leaders deal with this promptly. Pupils know they will be listened to carefully and helped quickly if they have problems or if they are worried about anything.

## **What does the school do well and what does it need to do better?**

Leaders have developed an inspirational and innovative curriculum. This is fully in place across the school. Each topic is designed to engage and excite pupils. New learning builds on what pupils already know. For example, in a lesson designing a warm coat, pupils used their learning from mathematics, science, geography and art. This helps pupils to see the links between the different things they learn, to remember what they have been taught and get them ready for what they will learn next.

Leaders give priority to ensuring that pupils learn to read. The teaching of phonics is highly effective. Pupils who fall behind are given prompt help by highly trained staff. As a result, pupils become confident readers who enjoy reading for pleasure. This supports their learning in the wider curriculum. Pupils talk with affection and excitement about the books they read.

The school is exceptionally inclusive and caring. Pupils with special educational needs and/or disabilities (SEND) are given expert support from the very start. The school curriculum is deliberately designed to ensure that these pupils can access their learning with their classmates. When needed, knowledgeable adults provide tailored, precise extra help. As a result, pupils with SEND do exceptionally well.

The strong early years provision gives children the best possible start to their education. The leaders see early years as the foundation for all future learning. The needs of the children are the driving force behind all activities, inspiring learning from

day one. Leaders make sure the classrooms support children's learning and fire their imaginations. Well-planned teaching helps children make a strong start in phonics and mathematics. Indoor and outdoor reading areas give children access to a wide range of stories and rhymes. The highly trained staff make sure that children enjoy playing and learning together.

Provision for pupils' personal development is exceptional. This sits at the heart of the school and the centre of the curriculum. Pupils are taught about diversity and the importance of respecting people who may be different to themselves. One parent commented, 'The school has a genuine ethos of valuing diversity and inclusion.' The curriculum helps pupils to understand the importance of exercise and a healthy diet. Through the 'pupil parliament', pupils learn about the importance of democracy and the way that representation works.

Across the school, pupils behave exceptionally well. In lessons, pupils are focused on their learning. When moving around the school or during social time, pupils clearly know the school's routines and what is expected of them. They are polite and courteous to adults and each other. Pupils attend regularly and are punctual. On the rare occasions a pupil's attendance dips, the school quickly puts support in place.

Leaders are highly ambitious for pupils at the school. Their vision is to develop future adults who will have the skills and qualities to leave a positive impact on the world. Leaders have high expectations of pupils, staff and of each other. The staff are a supportive and highly trained team who think deeply about education and what will work best for pupils. Governance is strong. Trustees and the local school standards board understand and fulfil their responsibilities very well.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at the school. Staff have frequent training and regular updates. They know pupils well and can readily spot when any pupils need help. When external support is required, it is quickly put in place. Leaders, together with governors, make sure that effective processes are in place and followed. Safeguarding record-keeping is accurate and systematic.

Pupils know how to stay safe. They know what to do if they have worries about themselves or a friend. Pupils are confident there is always a trusted adult they can talk to.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	141951
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10203175
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	183
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Lynne O'Reilly
<b>Headteacher</b>	Julie Hiddleston
<b>Website</b>	<a href="http://www.longfordparkschool.org">www.longfordparkschool.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Longford Park Primary School opened in September 2017.
- The school is one of 41 schools in the GLF multi-academy trust. The board of trustees has delegated some strategic responsibilities to the school's standard board. This school's standard board acts as a local governing body. This is set out in the trust's scheme of delegation.
- The school currently has pupils in the Nursery and Reception Years and in Years 1, 2, 3 and 4.
- The nursery has provision for two-year-olds and three-year-olds. Children attend on either a full-time or part-time basis. This provision was considered as part of the school's inspection.
- The school is led by an executive headteacher and a head of school.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school leaders, and have taken that into account in their evaluation.
- Inspectors met with the executive headteacher and the head of school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with representatives of the GLF multi-academy trust. They held remote meetings with the chair of the board of trustees and the chair of the school standards board (local governing body).
- Inspectors met with early career teachers and some support staff.
- To inspect safeguarding, inspectors spoke to staff, pupils, parents and governors. The inspectors spoke to the designated safeguarding lead, checked school records of safeguarding checks carried out on staff working at the school and spoke with governors and trustees.
- Inspectors spoke to pupils about their views of the school and took account of the 73 responses to Ofsted's pupil survey. As well as speaking to parents at the school gate, inspectors considered the 30 responses to Ofsted's online survey, Parent View, and the 19 free-text responses. Inspectors also took account of 31 responses to Ofsted's staff survey.

## Inspection team

Kevin Burrell, lead inspector

Ofsted Inspector

Aimee Floyd

Her Majesty's Inspector

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