

# Inspection of Longfield Primary School

Duke's Avenue, North Harrow, Harrow, Middlesex HA2 7NZ

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Inspection dates: 18 and 19 July 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Pupils at Longfield are happy and kept safe. The 'network hand' helps pupils to identify five trusted adults to help and listen to any concerns they might have. Pupils behave well. This is because routines and expectations are well understood and consistently applied by staff. The school core values are promoted through the 'five Rs' - responsibility, resourcefulness, resilience, reflectiveness and reasoning. This results in a positive, inclusive ethos across the school.

Leaders want all pupils to achieve well. The curriculum is broad and ambitious. In most subjects, this helps pupils to deepen their knowledge and understanding. Pupils work hard and produce work of good quality. Pupils are typically well prepared for the next stage of their learning.

Pupils are keen to take on the additional responsibilities available to them, for example, as school councillors and house captains. The process of election for these roles supports pupils to understand the importance of democracy and equips them well for life in modern Britain.

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

Early reading is prioritised right from the start. All staff have been trained to teach phonics with precision and consistency. Reading books are carefully matched to the sounds pupils know, providing regular opportunity for practise. Those at risk of falling behind are swiftly identified and supported to catch up. As a result, pupils develop as accurate and fluent readers. A strong culture of reading is evident across the school. For example, in early years, families are invited to 'read and relax', take home a book, teddy and hot chocolate to share. This builds a love of reading from children's first days in school.

Pupils follow a broad curriculum, which reflects national expectations. Leaders have identified the key knowledge and vocabulary they expect pupils to learn across all subjects, to prepare them for the next stage of their education. For example, in science, work with a local secondary school ensures that the curriculum provides older pupils with the knowledge they need to prepare them sufficiently for Year 7.

The curriculum is cumulatively sequenced, with time made to revisit and recap previous learning. This helps pupils to understand and learn more complex ideas over time. For example, in history, younger pupils learn to order familiar events. This early understanding of chronology helps them to identify and compare changes that happened throughout different periods of history. Similarly, in languages, pupils learn about the French phonics system. This helps them to pronounce new words accurately and speak in full sentences with more confidence as they become more proficient.

All subject leaders have clear expectations for learning in early years, and how this provides the foundations for future learning. In mathematics, for example, staff make sure that children secure their understanding of key mathematical concepts, such as counting and sharing. Carefully selected resources and activities ensure that children revisit and practise these concepts. Consequently, they are well prepared for their learning in Year 1.

Assessment is used effectively to check what pupils have learned. Teachers identify and address any errors or misconceptions that arise. This typically helps pupils to learn and remember more in different subjects over time. However, in some subjects the tasks and activities that pupils complete do not consistently reflect the ambition of the planned curriculum. In these instances, pupils are not as well prepared to tackle more complex concepts later on.

Pupils with special educational needs and/or disabilities (SEND) are accurately identified. Staff are knowledgeable and provide appropriate support tailored to pupils' specific needs. As a result, pupils access the same curriculum as their peers wherever possible.

Behaviour in lessons is focused on learning. There is no low-level disruption and pupils settle quickly, whether working on their own or with peers. Leaders have effective systems for ensuring that pupils attend school regularly.

Pupils' wider development is well considered by leaders and staff. This helps to ensure that pupils are prepared effectively for life in modern Britain. For example, pupils learn about British values and respecting the views and experiences of others. They learn about different faiths, in and beyond the school community. Older pupils readily take on responsibility for co-leading assemblies about religious festivals for the rest of the school.

Leaders, including those responsible for governance, understand their statutory duties. They have an accurate view of the school's strengths and the areas that they want to improve further. Staff, including those at the start of their careers, are highly positive about the school and leaders' consideration of their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is an ongoing priority. Effective procedures are in place to ensure that staff and governors understand their statutory responsibilities. This is because they have been well trained.

Staff are pro-active in identifying any concerns they may have. Leaders monitor safeguarding issues rigorously. They work effectively with external agencies and follow-up any cases as required.

The curriculum has been designed to help pupils to understand how to stay safe. For example, pupils have a clear understanding of risks they may face online and how to avoid these.

Safer recruitment procedures are followed and robust pre-employment checks are carried out.

## **What does the school need to do to improve? (Information for the school and appropriate authority)**

- In some subjects, the activities provided do not match the ambition of the planned curriculum. This limits how well pupils, including those with SEND, secure the expected knowledge required to tackle more complex ideas later on. Senior and subject leaders should check that the curriculum in each subject is implemented consistently and reflects the intended ambition.

## **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.

## **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>	102199
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10242039
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	760
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Elizabeth Whitcombe
<b>Headteacher</b>	Pam Virdee
<b>Website</b>	<a href="http://www.longfieldprimaryschool.co.uk">www.longfieldprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	6 June 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is a larger than average-sized primary school.
- The school runs a breakfast and after-school club.
- Leaders do not make use of any alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, deputy headteacher and members of staff. They also spoke with a representative of the local authority, and met with five governors, including the chair of the governing body.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and modern foreign languages. For each deep dive,

the inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.

- Inspectors also considered the curriculum in other subjects.
- Early mathematics was considered in the Nursery and Reception classes.
- The inspectors looked at a range of documents, including leaders' priorities for improvement.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through discussions and Ofsted's surveys were considered.

### **Inspection team**

Samantha Ingram, lead inspector	His Majesty's Inspector
Helen Rai	Ofsted Inspector
Russell Bennett	His Majesty's Inspector
Jude Wilson	His Majesty's Inspector

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