



# Longford Community School

## Inspection Report

**Unique Reference Number** 102534  
**LEA** Hounslow LEA  
**Inspection number** 276731  
**Inspection dates** 22 March 2006 to 23 March 2006  
**Reporting inspector** Vincent Ashworth

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

<b>Type of school</b>	Secondary	<b>School address</b>	Tachbrook Road
<b>School category</b>	Community		Feltham
<b>Age range of pupils</b>	11 to 18		TW14 9PE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02088900245
<b>Number on roll</b>	1202	<b>Fax number</b>	02087519821
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Paul Edmonds
<b>Date of previous inspection</b>	27 September 1999	<b>Headteacher</b>	Mrs A Dalglish

<b>Age group</b> 11 to 18	<b>Inspection dates</b> 22 March 2006 - 23 March 2006	<b>Inspection number</b> 276731
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors.

## Description of the school

Longford Community School is larger than average in size. The majority of students are of White British origin, but around one fifth come from a wide range of minority ethnic groups. The number of students entitled to free school meals is higher than average, as is the number who speak English as an additional language. The proportion of students with learning difficulties is twice the national average. Most students live in the local neighbourhood, which includes areas of economic and social deprivation. It is an extended school, offering facilities for the local community in the daytime and evening. The school has recently been designated a specialist school for business and enterprise.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Longford Community School is a good school that provides its students with a good starting point for adult life. This view is consistent with the school's own judgement on the quality of education it provides. The majority of students enjoy their time at school and make the most of the many opportunities made available to help them achieve and flourish. Students make good progress in relation to their attainment on entry to the school. However, standards in science and mathematics, particularly at Key Stage 3, are not as high as they should be.

Teaching is good and students are successfully encouraged to work hard and behave well. The minority of students who disregard the school's rules are dealt with effectively and consistently. The school provides a good curriculum in Years 7-11 which is adapted particularly well to support students' literacy needs. However, the sixth form curriculum has not been updated sufficiently, given its rapid growth and the demand for more advanced level vocational courses.

The headteacher provides very strong leadership and inspires students and staff to achieve of their best. The school's approach to self-evaluation is mature and appropriately self-critical. As a result, the school knows what it does well and where it needs to focus attention to make things even better. The school has appropriately challenging plans for its specialist business and enterprise status and the impetus to drive this forward is strong. There has been significant improvement in standards at Key Stage 4 since the last inspection and the school is very well placed to improve still further. School buildings and learning resources are maintained to a high standard and reflect the sense of pride that staff and students have in their school. The school provides good value for money.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

The school rightly judges the sixth form to be effective. Standards are broadly average and achievement is good. Teachers make good use of assessment data to challenge students individually and ensure they work to the best of their abilities. Good teaching helps students to progress well, although many groups are small in number and at times this limits debate and discussion in lessons. Students feel that their opinions are respected and that they are well cared for and guided. The size and popularity of the sixth form has increased considerably since the last inspection. Students have a wide choice of academic subjects and level 1 and level 2 vocational courses are matched well to students' needs. However, not all students have a clear progression route onto advanced level vocational courses once they have completed a level 2 course. The majority of students choose to progress into employment, even though the school actively encourages them to aspire to higher education. The sixth form is well-managed and provides satisfactory value for money.

## **What the school should do to improve further**

- \* Improve progress in mathematics and science, particularly during Key Stage 3.
- \* Undertake more systematic planning for provision in the sixth form to ensure it meets the needs of a growing and increasingly diverse group of students.

## **Achievement and standards**

### **Grade: 2**

Students enter the school with very low levels of literacy and numeracy. Their overall progress by Year 9 has been slower than expected and their results in national tests are below average. However, the school has worked hard to improve students' skills in literacy and increase their levels of confidence. As a result, by the end of Year 9 students make good progress in English and their attainment is broadly average. In 2005, standards were exceptionally low in mathematics and science. Students' achievements are now starting to improve in these subjects, and data provided by the school indicate that students are making satisfactory progress.

As a result of an innovative curriculum, challenging targets and staff who provide outstanding care, students make very good progress by the time they complete their compulsory education. Their achievements in English and mathematics examinations are broadly average. The number of students who gain five or more good GCSE passes is below the national average, but high when compared with their achievements on entry. All students leave compulsory education with accredited qualifications. Results for business, information and communication technology (ICT) and citizenship courses are very good. Lower-attaining students and those who experience difficulty with their learning make very good progress. However, some higher-attaining students do not always achieve the higher grades they are capable of.

Students' attainment on GCE AS and A-level courses in the sixth form is good. Their performance on advanced vocational courses and the level 2 health and social care course is particularly impressive. Students make very good progress in the sixth form.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good with some significant strengths. The school has worked hard to create racial harmony among different groups, and students get on well with each other. Their behaviour is good. They report that bullying occurs rarely and when it does, it is taken seriously and dealt with promptly. Students feel safe and very well supported by staff. The majority of students enjoy school and overall attendance is satisfactory. Students understand the importance of healthy lifestyles. A large number take part in sporting activities and choose healthy meals for lunch.

Students' spiritual, moral, social and cultural development is outstanding, particularly in moral and cultural aspects. Students have a clear sense of fairness and respect the views of others. They know about different religions and cultures and celebrate many

festivals. They participate in the rich programme of visits in the UK and abroad, which widens their knowledge of the wider world.

The School Council is active and students know how to run it fairly. Students take responsibilities as guides at open evenings to present the school to parents and visitors. They make an outstanding contribution to the community in a variety of ways, which include fund-raising for Marie Curie Cancer Care and providing reading support for primary schools. Several sixth formers support younger students and take an active part in charity fundraising. Students develop a good knowledge of the world of work through the many enterprise activities and work-related learning courses that take place through the school's specialist status.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good throughout the school. This judgement is better than the school's evaluation that they are satisfactory. This is because the strategies initiated by senior staff to improve classroom practice are now having a significant impact on the quality of teaching and learning. There is some outstanding teaching. Students respond positively to well-planned lessons which include varied learning activities to develop their knowledge and understanding. A good example of this approach was shown in a Year 9 science lesson in which groups of students debated with clarity and skill the arguments for and against the use of pesticides. They were put forward by three articulate groups of students representing commercial farmers, shoppers and organic farmers. Subsequently, a frank and helpful feedback on their performances was given by colleagues in their class. In most lessons teachers use interactive white boards very effectively to support learning.

In the small pockets of ineffective teaching, lessons are well planned but teachers' classroom control is weak and a minority of students disrupt the learning of others. There is further scope for harnessing and spreading the skills of the very best teachers. The school maintains a very good database on student achievement. This is used well by most teachers to monitor whether students are achieving as well as they should and to take action to help those who are falling behind.

### **Curriculum and other activities**

#### **Grade: 2**

#### **Grade for sixth form: 3**

The school provides a good curriculum. There is a very good strategy to address weaknesses in students' basic skills in Year 7. This is having a significant impact on raising achievement in all subjects. A particular strength is that the school continually reviews and amends its curriculum for Years 7 to 11 to meet the needs of the students and the wider community. Strong links have been established with local businesses and the range of options and vocational courses available in Years 10 and 11 are

increasingly meeting the diverse needs and interests of older students. Opportunities for work-related learning are excellent and provide students with the necessary skills and attitudes to succeed in their future careers. The curriculum for religious education and citizenship is particularly good. However, there has not been sufficient planning to ensure that the sixth form curriculum provides a seamless progression for a growing and more diverse student population. The school offers a wide range of extra-curricular activities, which are popular and well attended. Students who are gifted and talented take part in special projects, debates and competitions to extend their skills and raise their aspirations.

## **Care, guidance and support**

### **Grade: 1**

As a visitor walks into the school, it becomes evident from the student profiles on the wall that the school values its students enormously. It provides outstanding care for students, which contributes well to their enjoyment and the progress they make. Teachers know their students very well and monitor their academic and personal development systematically. When individuals are not achieving their challenging targets, they receive help quickly and, as a result, they achieve well. Students with learning difficulties and disabilities receive very effective support tailored to their needs. Support for vulnerable students and their families is exemplary because of the strong, specialist provision in school and close links with various agencies. Appropriate systems for child protection are in place, backed by staff training.

Students feel very well informed about courses when making GCSE choices. They receive very good careers advice and guidance, which helps to increase the numbers of students who stay on after GCSE. Arrangements to help students make a smooth transition from primary to secondary school are very effective because of the strong links with local primary schools. When new students from another country join the school, they are helped to settle in quickly by specialist staff.

## **Leadership and management**

### **Grade: 2**

The school evaluates its leadership and management as good and the inspection evidence supports this view. The school benefits from very strong leadership from the headteacher and senior team, who bring to life the school's motto that 'Longford is for Learning'. Since the last inspection, they have acted decisively to bring about significant improvement in standards, the quality of teaching and learning, and the curriculum. There has also been marked improvement in students' behaviour and attendance. Where subjects were not well led, changes have been made and middle management is now stronger.

Excellent systems for monitoring the effectiveness of the school's performance alongside the careful tracking of students' progress and a comprehensive staff development programme have had a particularly positive impact. Governors work closely with the headteacher in identifying strengths and weaknesses, and are effective

in supporting the school's drive for improvement. Senior managers are visible around the school; this instils a sense of order and discipline, particularly during break times. The school takes account of the views of students, parents and other groups, which have helped it to become a valued community resource.

There has been a strong and motivating emphasis on developing the role of middle managers who have taken on increased levels of accountability. The process of self-evaluation is thorough and results in an accurate picture of the school's major strengths and weaknesses. Managers at all levels are clear about where further work needs to be done and appropriate action is being taken to address issues. The headteacher's work with a range of external partners, particularly to establish the school's specialist status, has raised the profile of the school in the community and raised expectations for students about what they might achieve. Finances are carefully managed, and resources and accommodation have been much improved in recent years. A particularly good example is the excellent new dining area with combined conference facilities.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	2
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2	2
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	3
<b>How well are learners cared for, guided and supported?</b>	1	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Students

I am writing on behalf of the inspection team to let you know the judgements we have made about your school. I thank those of you who helped the inspection by talking to us about your work and your life at school. We believe that Longford Community School is a good school. We were impressed by you, your teachers and your school. Your school is very well led. The headteacher is helped and supported by an equally impressive senior team and a supportive group of governors. Most of you behave well in lessons and around the school. The respect you show for your teachers and for each other makes the school both a friendly and welcoming place to be. It is a pity that a very small minority of you don't always behave as well as you could, because this means you miss out on so much that the school has to offer. We were particularly pleased to see that so many of you are making a greater effort to attend school more regularly and on time.

Your school is extremely caring and supportive. It offers you excellent opportunities, both personally and academically, to get the skills and qualifications that will help you succeed in life. The range of courses and subjects on offer allows you to study things that you are particularly interested in, especially those courses that are related to the world of work. We have asked the school to plan its courses in the sixth form so that more of you can continue to develop your vocational skills to an even higher level.

Most teaching is good and sometimes outstanding. Your teachers work very hard to support you so that you make good progress in most subjects. Those of you who get extra help with your learning deserve a special pat on the back, because your progress is very good. However, we have asked the school to find ways of improving science and mathematics so that you can achieve better results, particularly in your SATs at the end of year 9. Keep up the good work; you have a school to be proud of.

Yours sincerely

Vincent Ashworth

Her Majesty's Inspector