



# Long Meadow School

## Inspection Report

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**Unique Reference Number** 132787  
**Local Authority** Milton Keynes  
**Inspection number** 294024  
**Inspection dates** 1–2 February 2007  
**Reporting inspector** Charalambos Loizou

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

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<b>Type of school</b>	Primary	<b>School address</b>	Garthwaite Crescent
<b>School category</b>	Community		Shenley Brook End
<b>Age range of pupils</b>	4–11		Milton Keynes MK5 7XX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01908 508678
<b>Number on roll (school)</b>	419	<b>Fax number</b>	01908 520630
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Chris Bond
		<b>Headteacher</b>	Mrs Alison Flint
<b>Date of previous school inspection</b>	13 January 2003		

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Long Meadow School is a large primary school that first opened in September 2001. Since then pupil and staff numbers have grown. In some year groups the number of pupils joining the school at different times has been high during this transitional stage. The headteacher joined the school two years ago, soon after the school had reached its full capacity. The majority of pupils are of White British heritage and other pupils come from a very wide range of backgrounds. A small number of pupils are in the early stages of learning English. The proportion of pupils with learning difficulties or disabilities is similar to that of most schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education and is improving rapidly. There are many positive features that contribute to the pupils' good personal development and well-being. Pupils thoroughly enjoy school and the vast majority behave well. The few occasions when a small number behave less well are dealt with very effectively by teachers, learning mentors and support staff. Pupils feel safe and they are well cared for. They have very good opportunities to take special responsibilities, such as playground buddies or school councillors. The large majority of parents are satisfied with what the school provides for their children, one rightly commenting that this is a, 'Well run and happy school'.

Achievement is satisfactory and pupils reach average standards. National assessments show that standards in reading and science are higher than in writing and mathematics. Some more able pupils do not reach higher levels in writing and mathematics because of weaknesses in the teaching. The school tracks pupils' progress well using accurate assessments, but in some lessons, teachers are not using these to plan tasks that are sufficiently matched to the abilities of all pupils.

The teaching is satisfactory with good features. However, there are inconsistencies in the pace and challenge of lessons. Children in the Foundation Stage make good progress because the staff provide a well-balanced programme of stimulating activities, helping Reception aged children reach the learning goals expected for their age. There is good teaching in other classes across the school which has consistent expectations and good pace. Improvements to the teaching have been instigated by the leadership team so that standards are rising well as a result. However, some less effective teaching exists which particularly affects the progress made by pupils of higher ability. The curriculum is good and has very strong enrichment through visits and visitors and the extensive use of the local and wider community. There is a strong emphasis on healthy living through the many sports and activities provided for pupils.

Leadership and management are satisfactory. The combined leadership of the headteacher and deputy headteacher is good and is supported well by governors. There has been satisfactory improvement since the last inspection that has maintained standards and made good improvements to the curriculum. Since joining the school, the headteacher has managed changes to the school well. Pupils joining the school at different times are quickly assessed to establish how best to provide for their academic and personal needs. The headteacher and deputy headteacher have accurately assessed the effectiveness of the school and its teaching and established key priorities for further improvement. They have successfully introduced initiatives aimed at raising standards quickly. For example, in mathematics, grouping pupils by ability in Years 5 and 6, is rapidly improving standards. In some classes, individual learning targets are provided for pupils that help them to assess their own work and make good progress towards the next stage of learning. However, this is not yet consistent practice in all classes. As the school has grown, standards are improving well and an increasing proportion of the teaching is good or better, confirming that the school has good capacity to develop further.

## What the school should do to improve further

- Improve writing and mathematics standards and accelerate the progress of more able pupils.
- Improve the teaching and ensure that all teachers use assessment to plan work in lessons that is better matched to the abilities of all pupils.
- Provide individual learning targets and opportunities for all pupils to assess their own work.

## Achievement and standards

### Grade: 3

Achievement is satisfactory and standards are average. Although English, mathematics and science standards are broadly average, national test results show that pupils of higher ability could do better in independent writing and problem solving in mathematics. Most children in the Foundation Stage start school with below average attainment, particularly in language and communication. Good teaching and stimulating learning experiences help them to make good progress so they reach the learning goals expected for their age. In the rest of the school, pupils make satisfactory progress in relation to their starting points, including those joining the school at different times. Some highly effective teaching sets challenging targets and assessments show that pupils are on course to reach these. However, there is an uneven rate of progress across the school, reflecting inconsistencies in the pace and challenge of the teaching. Pupils with learning difficulties or disabilities, and those in the early stages of learning English, make satisfactory progress.

## Personal development and well-being

### Grade: 2

Pupils enjoy school very much, are keen to learn and behave well. This is reflected in their good attendance and punctuality. They feel their views are valued, and that their teachers are keen to hear how life at Long Meadow can be improved. As one pupil said; 'It gives a voice for the children and a sense of responsibility'. The pupils' spiritual, moral, social and cultural development is good. There are extensive opportunities for pupils to develop their appreciation of life and different cultures. They have good understanding of the importance of a healthy lifestyle, staying safe and regular exercise. Pupils feel safe at school and say that bullying is rare; as one child commented, 'Pupils now understand the consequences of their actions'. However, when it does occur it is dealt with quickly by the adults. Pupils' contribution to the community is good. In addition to raising funds for different charities, they are financially supporting a 'street child' in Brazil. Pupils develop appropriate skills in literacy, numeracy and information and communication technology (ICT) which prepares them satisfactorily for the world beyond school.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory with good features. Relationships and behaviour are good because the staff have consistent and effective strategies for managing behaviour. Pupils with learning difficulties or disabilities make satisfactory progress alongside their peers and are supported appropriately in lessons. An outstanding English lesson observed in Year 4 was very well-organised and gave the pupils opportunities to extend their thinking using role-play. This helped them to plan and write complex sentences. However, some lessons are not as challenging for all pupils, especially for those of higher ability. In some lessons introductions and class discussions are too laboured so pupils do not move on quickly enough. There is scope for improvement by sharing good practice across the school. Work is marked regularly and teachers' comments are positive and evaluative to indicate to the pupils what they should do to improve. However, the staff do not always make enough use of assessment information when planning lessons, or provide individual learning targets to help pupils plan what they are to learn next.

### Curriculum and other activities

#### Grade: 2

The school provides a good curriculum that promotes pupils' enjoyment of learning. Teachers have recently revised the curriculum to promote greater creativity and enjoyment, to capture the enthusiasm of the many groups represented within the school and to increase its relevance to their lives. For example, the pupils speak excitedly about the many new opportunities they have to extend their learning through using ICT by making their own multi-media presentations and manipulating information using databases. However, it is early in the development and the school has yet to systematically evaluate the effectiveness of these changes to ensure the maximum benefit to all pupils' learning. A very strong feature is the opportunity for pupils to participate in a wide range of enrichment activities and after school clubs. Residential visits, visitors from the community and outings to places of interest all add to the pupils' enjoyment of learning. Such experiences, together with learning in personal, social and health education, and the emphasis on staying safe and healthy, teach skills that contribute to their future economic well-being.

### Care, guidance and support

#### Grade: 2

The care, guidance and support provided for pupils are good. The school has developed good procedures for tracking pupils' academic progress that helps to identify if some pupils are not achieving as well as they should. However, there are inconsistencies, as in some classes individual learning targets are not provided for the pupils to help them understand how best to improve their work. There are very good measures in place to

ensure the well-being of the pupils. Pupils are aware of how to keep safe, for example, on a visit to 'Hazard Alley' the pupils thought that this was, 'wicked!' Strong links with outside agencies ensure pupils receive the appropriate support, including that provided for those with learning difficulties or disabilities. Pupils are aware of what they should do to stay healthy as one stated, 'Healthy living is heavily promoted in our school'.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The combined leadership of the headteacher and deputy headteacher has guided the school well and developed good teamwork amongst the staff. As the school has grown, the staff and governors have maintained standards since the school's last inspection. Staffing changes and the integration of pupils who join the school at different times have been managed well. The school has accurately evaluated the strengths and relative weaknesses of the school. These assessments have helped to focus on key priorities in the school improvement plan. Governors are supportive and very involved in the work of the school. There is still more to do to improve the consistency of the teaching, assessment and target setting. Much of the work already done has yet to be established across the school. However, standards are rising and pupils are on course to reach more challenging targets. The staff survey parents' and pupils' views and have been particularly successful in maintaining the good personal development and welfare of the pupils.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

I was pleased to visit your school together with two other inspectors. I write to thank you for your help and for making us feel very welcome.

Yours is a satisfactory school and it is improving well.

We think these are the best things about your school:

- it helps you to enjoy learning, try hard and to help other pupils
- you come to school regularly and the staff take good care of you
- you do well in reading, ICT and science and some lessons are very challenging and interesting for all pupils
- the children in the Foundation Stage do well because all their lessons are interesting and exciting
- you enjoy a very good number of extra activities and opportunities to take part in sports and special visits.

We have asked your teachers to do the following to improve your school:

- find ways to help you do better with your writing and mathematics work
- keep a closer check on how well you are doing to make sure you always get work in lessons that is not too easy or too hard
- do what some classes have started to do to provide you all with your own learning targets so you can see how well you are doing and how to improve your work.

I wish you all the very best and hope you continue to enjoy your time at Long Meadow.

Yours sincerely

Charalambos Loizou

Lead Inspector