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Miss L Hodgson
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Dear Miss Hodgson

Ofsted survey inspection programme: English

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 03 June 2008 to look at work in English.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text.

The evidence used to inform the judgements made included: interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of four lessons. The overall effectiveness of English was judged to be good.

Achievement and standards

Standards in English are average and achievement is good.

- Pupils enter the Nursery with standards in language skills well below that normally seen. They make good progress over their time in Foundation Stage and by the end of the stage are working securely within the targets expected for their age.
- Pupils continue to make good progress across Key Stage 1 and attain standards that are above average in reading and writing. Texts are used well and there is very careful development of pupils' phonic knowledge.
- By the end of Year 6, the current group of pupils is on track to attain just above average standards in the percentage gaining the expected level and above. The school anticipates that there will be more pupils attaining Level 5 than last year. Progress has been variable across Key Stage 2 in recent years. However pupils currently achieve well overall

in English and progress is improving across Key Stage 2 because of better teaching and a good curriculum.

- Pupils make good progress in their reading across Key Stage 2. There has been significant work to embed group reading and additional investment in new books. As a result, pupils enjoy reading for pleasure and are able to name their favourite authors and discuss the books they enjoy.
- Progress in writing is satisfactory and improving. Year 5 are writing at an appropriate level for their age and have made satisfactory progress since Year 2. This is an improvement since the last inspection where achievement was described as erratic.
- Standards in pupils' speaking skills are variable and sometimes limited.
- The subject makes a good contribution to pupils' personal development. They have good attitudes to the subject and enjoy writing.

Quality of teaching and learning of English

The quality of teaching and learning of English is good.

- There has been good improvement in the quality of teaching since the last inspection. Pupils make good progress in lessons because teaching now fosters effective learning.
- Relationships are very good and classroom management effective and unobtrusive. Detailed planning identifies the additional support or challenge for individuals, ensures that lessons build on prior learning with clear progression, and that pupils understand the context of their learning. Questioning is effective and targeted effectively to individuals, although not always followed up to extend the quality of pupils' answers or their thinking.
- Teachers model answers effectively when appropriate or use good quality materials to help structure or support their work. Teachers have good subject knowledge, a lively enthusiastic approach and make good use of the interactive white boards. There is good teamwork with Teaching Assistants.
- Teachers are increasingly effective in developing and using pupils' motivation to achieve rather than simply please their teacher, by sharing information about how to improve their work and what they should be aiming at. Pupils have a good understanding how to improve their work.

Quality of curriculum

The curriculum in English is good.

- There is a broad and rich English curriculum based on the new framework. Pupils experience a good range of poetry, plays and texts. There is good emphasis on developing reading and phonic skills. There

are good opportunities for writing in a range of contexts and styles. Pupils use ICT confidently and effectively and this has helped to improve boys' writing. Pupils study a range of media and make their own videos. Drama approaches and techniques are underused.

- There has been good development of the overall curriculum by improving meaningful links between subjects, which provide effective additional contexts for English work.
- There are good enrichment opportunities by the use of themed weeks, visitors, authors, theatre trips and special events such as the Vikings Day or visits by theatre groups, Christmas productions and the Year 6 play.

Leadership and management of English

Leadership and management of English are good.

- There has been good improvement in English since the last inspection particularly in the quality of teaching, standards in reading and writing, and embedding the use of assessment to take learning forward. The current provision for English is good and leading to better achievement, especially at Key Stage 2.
- There is detailed tracking, analysis and use of assessment data in setting performance management targets to raise pupils' achievement. This has led to teachers having an increased sense of accountability for their contribution to pupils' overall progress across the school. There is a strong sense of teamwork.
- There is effective monitoring of pupils' work, identification of further developments and targeted priorities.

Areas for improvement, which we discussed, included:

- developing pupils' speaking skills, and
- improving the standards of pupils' writing.

I hope these observations are useful as you continue to develop English in the school. As I explained in my previous letter, a copy of this letter will be sent to your local authority. All feedback letters will be published on the Ofsted website at the end of each half-term and made available to the team for the next institutional inspection.

Yours sincerely

Roderick Passant
Additional Inspector