

# Longwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	124104
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	380803
<b>Inspection dates</b>	11–12 October 2011
<b>Reporting inspector</b>	Jane Melbourne HMI

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 category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	144
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lynn Orton
<b>Acting Headteacher</b>	Pauline James
<b>Date of previous school inspection</b>	25 September 2008
<b>School address</b>	Allton Avenue Mile Oak Tamworth B78 3NH
<b>Telephone number</b>	01827 475030
<b>Fax number</b>	01827 475030
<b>Email address</b>	office@longwood.staffs.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. Thirteen lessons were observed and two learning walks undertaken. Seven teachers were seen and meetings were held with a group of pupils, the Chair of the Governing Body, staff and a representative from the local authority. Inspectors observed the school's and pupils' work, and scrutinised school and pupil data, the school's self evaluation and monitoring documentation; policies and procedures relating to safeguarding, child protection, complaints, behaviour, bullying, attendance, health and safety. Ninety two parents or carers returned questionnaires at the point of inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What are the opportunities for all pupils, including those who learn quickly and require greater challenge, to write at length and to use their mathematical skills to solve problems?
- Do pupils use and apply their literacy and numeracy skills in other subjects and does this make an impact on their achievement and progress?
- Has the curriculum developed since the last inspection and do pupils have sufficient understanding of different cultures and traditions in Britain?
- Are leadership and provision in the Early Years Foundation Stage still a strength and how are the leadership and management developing in other key areas?
- What are the current attendance levels and is the school tackling any poor attendance effectively?

## Information about the school

Longwood is a smaller-than-typical primary school with the majority of pupils being of White British heritage. The remainder come from a few minority ethnic groups and very few pupils speak English as an additional language. Around a third of the school population are known to be eligible for free school meals and almost a quarter of pupils have been identified as having some special educational needs and/or disabilities, both of which are substantially higher than is typical. Since the last inspection the school has had two changes of headteacher and significant changes in staffing and governors. From September 2011 an acting headteacher was appointed and the governing body is currently seeking appointment of a substantive headteacher. The management structure no longer includes a deputy headteacher but there is a senior leading teacher on the management team. Children in the lower school are all taught in classes of single-age groups, but there is some sharing of learning space between Reception and Year 1. There is a pre-school on site for three and four-year-olds which is part of the school provision. The school's governing body provides a sessional nursery for two-year-olds and an after-school club. This provision is relatively new and was recently separately inspected by Ofsted. It was therefore not inspected as part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Longwood Primary School provides a satisfactory standard of education. Staffing disruption at all levels has hindered school progress, but the new senior leadership team has reliable assessment data and an accurate view of itself. Pupils' progress is satisfactory across the school, but good in the Early Years Foundation Stage and at Key Stage 1. Achievement is satisfactory overall. Pupils' attainment at the end of Key Stage 1 is almost in line with national averages in reading and writing, but below in mathematics. In Key Stage 2 pupils' attainment in mathematics is close to the national average, but significantly lower in English. Staff have not been able to break the cycle of underachievement. Most aspects of leadership and management are relatively new, and roles are still being developed. The school does not, as yet, have a substantive headteacher and is working with the local authority to improve progress. Consequently, the school demonstrates a satisfactory capacity to improve further.

Children usually join the school with skills and abilities below those expected for their age. Cohorts vary and last year children's scores in knowledge and understanding of the world, or physical development were significantly lower than in the other areas of learning at the end of pre-school and as they joined Reception. Close working between both ensures that children make good progress in the Early Years Foundation Stage given their starting points, so that by the end of this phase the large majority of children are broadly in line with expectations in all six areas of learning. Progress is satisfactory across the rest of the school. Last year's Year 6 pupils did not all make sufficient progress or make up lost ground from previous years, although attainment was improved on the standards reached in 2010. Rigorous analysis of accurate data and careful monitoring of progress, initiated by the acting headteacher, identified individuals and groups not making sufficient progress. Support for pupils with special educational needs and/or disabilities ensures that their progress is at least in line with other pupils. There are inconsistencies in the quality of the support but also some high quality interventions, particularly in mathematics. Individual education plans have been modified this term, but targets are sometimes still not challenging enough and staff lack sufficient training or guidance on reporting pupils' progress against them.

Behaviour across the school is often good. Almost all pupils are settled in classes. However, there are still occasional bouts of misbehaviour or bullying when pupils are not fully supervised in the playground and around the school. Initiatives for encouraging positive behaviour are beginning to bear fruit. The school has worked

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hard this term to raise attendance levels which are too low and as persistent absence has risen over the last three years.

The quality of teaching and learning is satisfactory overall, with good teaching seen in the Early Years Foundation Stage and in some of the specialist interventions. However, not all staff organise activities or the adults in support roles so that pupil progress and achievement are maximised. There is inconsistency in assessing learning throughout the lesson and further adapting the challenges given as necessary. There is too little challenge for those who learn quickly. All pupils have targets but not all are familiar with them or reminded sufficiently of them in lessons.

The curriculum is satisfactory. Its build effectively on pupils' interests in the Early Years Foundation Stage. In Year 1, it is adapted for those children who have yet to reach all of the early learning goals. Therefore the transition from Early Years Foundation Stage to National Curriculum is well considered. Good emphasis given to understanding letters and sounds, and to securing early mathematical understanding, particularly for those pupils not making enough progress. The school provides enriching opportunities to enhance the curriculum but there are few trips out of school and little extra-curricular provision. The school has not done enough since the last inspection to develop pupils' understanding of other cultures. Some work has taken place this term to further links with the wider community. There are still too few opportunities to write at length or for pupils to apply their mathematical skills in other areas of the curriculum. The large majority of pupils have positive attitudes to learning, but a few pupils still need significant motivation to learn and do not try their best. Care, guidance and support are satisfactory overall. Pupils confirm that they feel well cared for and that they are safe.

The school has worked hard to build its relationship with parents and carers. The vast majority are satisfied with the school and recent changes. There are a few areas of concern which relate to their children's progress, instability of staffing and changes of leadership, and the way in which behaviour is managed. More parents and family members are now coming into the school to join their children for learning or a meal, or to celebrate their success. Family Fridays are particularly popular and two thirds of Year 6 parents have taken part in some useful workshops, aiding their understanding of their children's learning. The school recognises that there is further work to do here to fully engage more parents in their children's learning.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **What does the school need to do to improve further?**

- Improve the effectiveness of leadership and management by
  - building the capacity of the middle management

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- developing the efficiency of the governing body ensuring they increase the level of support and challenge to the school and effectively monitor all key aspects of the school
- engaging more with parents and carers
- Improve the quality of provision by
  - ensuring the majority of teaching is good or better and that: all staff have consistently high expectations; plan thoroughly for the range of pupils in the class; make activities purposeful and interesting
  - developing the curriculum to ensure pupils: use literacy and numeracy skills in all areas; have sufficient cultural and community links and enhancing trips; are engaged in active learning and are learning from worthwhile activities
- Raise pupils achievement by
  - improving the use of data to plan effectively for pupils' next steps and to accurately check their progress
  - more effectively using targets for all pupils, including those with special educational needs and/or disabilities
  - continued focus on writing across the school
  - increasing the challenge to those who learn quickly
- Improve the attendance and behaviour of the very small minority of pupils who are finding this difficult and reduce the incidences of bullying that pupils report.

**Outcomes for individuals and groups of pupils****3**

Pupils are achieving satisfactorily overall, but this is disparate across the school. They are achieving better in Key Stage 1, being very close to national expectations due to the upward trend in reading and writing. The regular commitment of governors and volunteers in listening to children read contributes to this well. Focussed work on letters and their sounds is also proving beneficial and staff monitor pupils' progress in their phonic awareness, adding sessions if necessary. This continues further up the school where there is a need. At Key Stage 1, there is still a gap between the school and the national average in mathematics. Specialist input to individuals and small groups is addressing this successfully. Pupils who are eligible for free school meals are performing slightly better than their peers and the school is beginning to monitor the progress of groups more closely. Pupils identified with a special educational need and/or disability do not generally achieve as well as other pupils in end of year tests, but good provision means their satisfactory progress is in line with other pupils and they are in line with similar children nationally. In analysing weakness in Key Stage 2 English, the school identified writing as being the main issue. However, overall, Key Stage 2 boys performed better than girls and the school is aware of some gender differences in some year groups. Across the school, pupils achieve too few of the higher levels in tests.

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Pupils say they feel safe in and around the school, although they recognise that it is some time since they have undertaken a fire evacuation practice and that this is important. Good behaviour is facilitated by a new clear policy and consistent procedures. It is recognised that behaviour is better when pupils are supervised, and the school has not eradicated all instances of poor behaviour or bullying, recognising the need to do further work on this. This is not being monitored effectively by the governing body. Pupils understand some aspects of being healthy and participate in a range of sports and physical activities, but a small minority of parents think this is not promoted well and pupils also said they did not do enough sport. The school council takes their responsibilities seriously and contributes well to the school community. However, generally there are too few opportunities for pupils to get out into the wider community. A recent link with a school in another local authority area in the West Midlands is beginning to be beneficial, but too early to have made an impact. Pupils’ attendance has slightly worsened year-on-year and is below the national average. The school is seeking to address this and persistent absenteeism. Pupils are already beginning to respond to this term’s new initiatives. Pupils’ spiritual, moral, social and cultural development is satisfactory. Pupils do have some time for reflection, for example in assemblies and there are special areas for this at the lower end of the school. However, the school’s development of pupils’ cultural awareness has been weak and not really addressed since the previous inspection.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	4
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils’ behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	4
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teaching at the school ranges from outstanding to inadequate. The school and local

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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authority have done much to endeavour to improve the quality and consistency of teaching and learning, hindered by disruption to staffing. The school has not maintained all of the strengths acknowledged in the Ofsted English subject visit in June 2010, although staff have tried to address the areas for improvement identified. This has not really made an impact because of other teaching issues. There is recognition that the school must consistently deliver good teaching, but the current profile is one of mostly satisfactory lessons. As a newly identified school eligible for the 'Key to Success' programme to improve performance, work on this has been relaunched. There is some practice worth sharing internally, particularly in mathematics. The best lessons reflect secure subject knowledge and well planned activities, which are interesting and relevant to the pupils, successfully building on what they have previously learned. However, sometimes the pace in lessons is laboured and the tasks lack clarity. Although the school has a focus on writing, pupils are still not getting down to extending their writing quickly enough and staff's expectations are not sufficiently high. There is sometimes a lack of challenge for more able pupils.

The curriculum is satisfactory and meets statutory requirements. A curriculum review has refocused the teaching of discrete subjects into a more creative, topic based curriculum which covers several subject areas. Whilst this is a move forward, current delivery does not ensure sufficient progression, or fully utilise pupils' existing skills and knowledge, or maximise opportunities for reinforcing their literacy and numeracy skills. Pupils say they would like more music in the curriculum and miss the instrumental lessons they used to receive. They also recognise that there is very little enrichment within the curriculum, for example trips out and visitors. Given that pupils enter the school with very little knowledge and understanding of the world, there is a real necessity to widen pupils' perspectives, including developing community links and their understanding of other cultures, which was a point for development from the previous inspection in September 2008.

The effectiveness of care, guidance and support is satisfactory. The school environment is safe and pupils understand about how to keep themselves and others safe. However, school records for pupils' welfare, health and safety are sometimes lacking in detail and there is a lack of chronology, including any action taken and outcomes for matters arising from complaints, for example. There appears to have been no emergency evacuation procedure for some time and pupils themselves identify this as being important. Behaviour logs have fewer entries than the number of incidents that have occurred and there is no specific bullying record. The school has taken necessary steps this term to promote positive behaviour and pupils are responding to this. However, they do not always know who best to approach when there is a concern. Staff understand the procedures to follow in order to protect children, but the school policy lacks school specific detail. The school provides sensitive support for pupils who require additional support or who find learning difficult. This enables them to progress at least satisfactorily and in line with other pupils. Pupils seem aware that they have targets but cannot all recall what they are or what they need to do to work towards them. Marking in books is beginning to be more consistent, and is of satisfactory quality. There is no

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assessment of pupils' progress in other subjects other than reading, writing and mathematics.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account:	
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

There has been good leadership from the acting headteacher this term who is beginning to move the school on at a pace following a turbulent period of staffing. She is supported by a relatively new middle management team who have mostly been unaware of the school's position and what is needed to be done to improve. They are now beginning to gain that clarity but require more support to deliver what is required. The local authority has begun a further programme of support which will serve to benefit staff and governors. Subject leaders are beginning to become better informed by taking more of a role in monitoring planning, assessment and pupils' work. However, weaknesses are still not being picked up or challenged. Until recently, there has been too little accountability for this. The acting headteacher has got to know the school quickly and assessed the school accurately. She has successfully prioritised any necessary actions. There have been some changes in roles and responsibilities within the governing body, which monitors the school satisfactorily, but not rigorously enough. Governors fulfil their statutory duties but are not providing consistent challenge or effective support to the school. They are unaware of some of the issues at the school and too reliant on information being provided to them. Following a recent briefing, they are now better equipped to analyse the school data and take information from it.

The acting headteacher has begun to follow up any necessary areas for improvement rigorously and held staff to account. However, this has not as yet translated into raising the quality of teaching or raising levels of achievement. Pupils' progress over time has improved, particularly at the bottom end of the school, although pupils are not always making sufficient progress in lessons. The school ensures it meets current requirements for safeguarding pupils and the acting headteacher has a good knowledge of this. The governing body only has a satisfactory understanding of this and the policies and procedures have been identified, along with other policies, as requiring review. The governing body has not sufficiently monitored the Early Years Foundation Stage.

The school endeavours to build on the positive relationships it has with parents and carers in the Pre-school and Reception and is seeking to improve links with parents

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in the rest of the school, where not all are involved with their children’s education. The school tries to promote equality of opportunity satisfactorily but there has been a recent acknowledgement that the more able pupils’ needs have been looked at less than other pupil groups. The school has begun to more closely monitor any interventions, but training for learning support has been inconsistent. The school continues its satisfactory work on developing opportunities for community cohesion and making the most of the rich cultural diversity within the West Midlands vicinity and further afield. There are a small number of links with local schools and the school benefits highly from the on-site nursery, which significantly aids transition into pre-school for those children who transfer across.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Longwood makes outstanding provision for children in the pre-school and Reception. It ensures the welfare and learning and development requirements for all children in the Early Years Foundation Stage are met well. This area of the school’s work is well led and managed. Children enter the pre-school with skills and knowledge that are underdeveloped for their age, particularly in their personal, social and emotional development and in their knowledge and understanding of the world. Successful transition procedures and strong relationships amongst adults and children ensure that they settle quickly and make rapid progress, particularly in their personal, social and emotional development and in their speaking and listening. They soon learn the rules of being part of a group, the high expectations of the adults and the boundaries they are set. As a result, children quickly adapt to routines and are equally able to operate independently or play together kindly. There is a very happy atmosphere in both the indoor and outdoor learning environments, which are all used fully. Since the last inspection in 2008, the range of equipment, particularly in the outdoor areas,

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has improved: it fully embraces all areas of learning and successfully widens children’s interests. Activities and learning areas are changed regularly which ensures children’s next steps in learning are fully accounted for and that they are continually challenged and stimulated. There are areas which encourage independent investigation and the balance between those activities directed by adults and those that children choose to initiate themselves is highly appropriate. Family Fridays are a successful initiative where children’s parents and carers come into the classroom to learn and play alongside their children. Take-up of this opportunity has been encouraging. ‘Home Share’ packs are also a feature of the provision and encourage families to use resources together in the home. By the end of the reception year, which marks the end of the Early Years Foundation Stage, most boys and girls have achieved the early learning goals required of them, including in their language and literacy and problem solving, reasoning and numeracy. Staff ensure that any who have not reached the required levels in all areas of learning are fully supported into Year 1. In the last academic year, this group of children went on to meet all of their required targets by the end of the autumn term. This was due to very careful monitoring of their progress, effectively targeted support and skilled adult input. Planning arrangements have improved and staff plan together across the provision to ensure a consistent approach. There are regular detailed observations of children that inform children’s individual records, their overall assessments and the future planning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Ninety-two questionnaires were returned. A very large majority of parents and carers were in agreement or strong agreement with the statements about the school. There were many positive comments regarding how quickly children had settled in the Pre-school, or made a good start in Reception and the vast number of responses reflected that their children enjoy school. A very small minority of parents did not believe their child was making sufficient progress and a few stated specifically that they did not believe the school was meeting their child’s particular needs. Inspectors looked at pupils’ progress and this is improving. However, children’s achievement is not as good as it should be due to some gaps in learning and having to make up the ground caused by interrupted teaching in the past. A very small minority of parents also did not believe the school was dealing with unacceptable behaviour effectively. Inspectors spoke to pupils who said that behaviour is not always as good as it was

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during the inspection and that there are a few pupils in school whose behaviour can be challenging. Inspectors are confident that the school is working hard to address this and that pupils are beginning to respond to more consistent measures of dealing with unacceptable behaviour. However, it is recognised that this continues to be an issue, along with a few cases of bullying behaviour, which the school is keen to rectify. Parents' comments acknowledged disruptions in teaching and leadership to the school in the past, but parents also commented favourably on recent improvements. A small minority did not believe the school were sufficiently taking account of their suggestions, but a few parents believe there have been some positive changes to communicating with and involving parents with the appointment of the acting headteacher, who is 'approachable and understanding' and 'actively trying to build bridges with parents and the wider community'. Parents are clearly keen for the school to appoint a substantive headteacher.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Longwood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 144 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	62	32	35	2	2	1	1
The school keeps my child safe	61	66	30	33	0	0	0	0
The school informs me about my child’s progress	31	34	60	65	0	0	0	0
My child is making enough progress at this school	26	28	55	60	6	7	0	0
The teaching is good at this school	39	42	46	50	1	1	0	0
The school helps me to support my child’s learning	37	40	52	57	1	1	0	0
The school helps my child to have a healthy lifestyle	38	41	48	52	6	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	45	44	48	5	5	0	0
The school meets my child’s particular needs	37	40	50	54	2	2	0	0
The school deals effectively with unacceptable behaviour	35	38	43	47	8	9	0	0
The school takes account of my suggestions and concerns	30	33	47	51	10	11	0	0
The school is led and managed effectively	37	40	52	57	2	2	0	0
Overall, I am happy with my child’s experience at this school	45	49	44	48	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**

13 October 2011

Dear Pupils



### **Inspection of Longwood Primary School, Tamworth, B78 3NH**

Thank you for the welcome you gave to the inspection team when we visited your school last week. It was lovely to speak with so many of you during your lessons and as a group at lunchtime. Your views are really important to us. I am delighted to see how quickly you have settled in this term, particularly those of you in Pre-school and Reception. Mrs James is doing a good job as the school tries hard to improve and help you all do as well as you can.

These are the main things we noticed.

- Teachers are making more accurate assessment of your progress. Most of you are now making the progress required of you.
- Some of you that have struggled are receiving high quality individual and small group support in literacy and numeracy which is making a difference.
- The provision in the classroom and outdoor areas for pre-school and reception children is of very high quality and there are lots of great things for you use and learn.
- Most of you attend regularly and behave well.

In order to improve even further, I have asked the school to do the following things.

- Help the people who are responsible for the school to improve their skills and for the school to work more closely with your parents
- Make sure that all of your lessons are good or even better
- Make better use of information about your progress to plan lessons better and set you appropriate targets. Also make sure that you all have hard enough work and write well.
- Continue to improve the attendance and behaviour of the small number of pupils who find this difficult and make sure there is no bullying anywhere in school.

You all can help by coming to school every day, making sure you know your targets and trying as hard as you can in lessons. Please always be kind to others and think about the consequences of your actions or words.

I wish the school and each pupil success in the future.

Yours sincerely

Jane Melbourne  
Her Majesty's Inspector

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