

Longlands Primary School

Woodside Road, Sidcup, DA15 7JG

Inspection dates 27–28 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The new headteacher, supported by governors, has raised expectations in the school and improved the quality of teaching and pupils' achievement since the previous inspection.
- Pupils achieve well. From starting points that are often below what is typically found, they reach standards that are above average in reading, writing and mathematics at the end of Year 6.
- The gaps between the attainment of disadvantaged pupils and others in the school are closing rapidly.
- The behaviour of pupils has improved significantly since the previous inspection. Pupils are polite and welcoming.
- There are good systems in place to keep pupils safe and secure. As a result, they feel safe and well looked after.
- The early years provision is outstanding. Children quickly settle and make rapid progress as a result of high quality teaching and support.
- The quality of teaching is much improved over the past year and some is of high quality. Teachers provide pupils with interesting activities and use questions well to deepen their understanding.
- Middle and subject leaders play an important role in supporting the headteacher to raise expectations and ensure that all pupils make good progress.
- The curriculum is exciting and motivating for pupils and promotes their social, moral, spiritual and cultural development very well.
- Governors are well qualified and experienced. They have played an important role in the improvement of the school since the previous inspection.

It is not yet an outstanding school because

- Just occasionally, the questioning of the most able pupils and the work set for them is not hard enough.
- Teachers' marking does not always show pupils how to improve their work or provide opportunities for them to act upon the advice given.
- The most able pupils in Key Stage 1 do not attain as highly as they do in Key Stage 2.

Information about this inspection

- The inspection team saw parts of 19 lessons throughout the school. They also examined samples of pupils' books. A number of these activities were conducted jointly with the headteacher.
- The inspection team spoke to the headteacher, middle and subject leaders, the Chair and two other members of the Governing Body, a representative of the local authority and a National Leader in Education.
- The inspection team considered the 87 responses to the on-line survey, Parent View. They also spoke to parents at the beginning of the day and took into account a recent survey conducted by the school.
- Inspectors talked to pupils in lessons and around the school and in a more formal group. They also considered the 29 responses to the staff questionnaire.
- A range of school documentation was scrutinised, including information about pupils' progress, plans for improvement and records related to the safeguarding of children.

Inspection team

Graham Lee, Lead inspector	Additional Inspector
Teresa Davies	Additional Inspector
William Alexander	Additional Inspector

Full report

Information about this school

- Longlands is slightly larger than the average-sized primary school. It has early years provision in two full-time Reception classes.
- Most pupils are of White British origin, with no other ethnic groups of significant size in the school. Very few pupils speak English as an additional language.
- Just over one in ten pupils are disabled or have special education needs, which is below average. This proportion has fallen considerably since the previous inspection.
- About 14% of pupils are supported by the pupil premium, which is below average. This is additional government funding, provided in this school for pupils entitled to free school meals.
- The school meets the current government floor standards which sets the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club on a daily basis.
- The headteacher took up her post in January 2014. A new Chair of the Governing Body has also taken up his post recently. Since the previous inspection, the school has been supported by a National Leader in Education and senior leaders at Upland Primary School.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding so that all groups of pupils make rapid progress by:
 - ensuring that work is always hard enough for the most able pupils
 - increasing the proportion of pupils reaching the higher levels at the end of Key Stage 1
 - teachers' marking providing clear guidance to pupils on how to improve their work and giving them sufficient opportunities to act on the advice.

Inspection judgements

The leadership and management are good

- Over the past year, the new headteacher, supported by governors, has raised expectations and created a culture committed to raising the aspirations of pupils. As a result, pupils' behaviour and achievement and the quality of teaching have improved significantly, demonstrating a strong capacity for further improvement.
- The headteacher has been supported by a committed team of middle and subject leaders who are now playing a fuller part in improving teaching and raising pupils' achievement. Effective support and training for teachers has helped to improve the quality of teaching so that it is now good. This is connected to a more robust system of performance management which is better able to hold teachers to account for the progress of pupils and their wider roles in the school.
- Information about pupils' progress is being used with increasing effectiveness. It is now used to identify the school's strengths and weaknesses and any pupils in danger of 'falling through the net' at an early stage. Leaders use this evaluation of the school's work well. It helps them to plan for further improvements.
- The revised curriculum is vibrant and stimulating for pupils, providing opportunities for them to apply their literacy, numeracy and information and communication skills in other subjects. The topics studied often excite the pupils and provide innovative opportunities, for example in enterprise activities. The curriculum also supports pupils' spiritual, moral, social and cultural development well, including the valuing of different cultures and beliefs. Together with the school's day-to-day values, this fosters good relationships and prepares pupils well for life in modern Britain.
- Pupils are very excited by the number and range of opportunities they have to go on visits which provide them with memorable experiences and bring their learning to life. The 'forest school' initiative is also providing new learning experiences for pupils who attend this school in a densely urban setting.
- The primary physical education and sport premium is being used well to provide a wide range of opportunities for pupils. It is helping to develop the skills of pupils and enhance their enjoyment of a range of sports. Participation has increased and the funding is being used effectively to promote healthy lifestyles. It is also being used well to develop the skills of staff in teaching physical education and sport.
- The pupil premium is being spent with increasing effect to support eligible pupils. It is used, for example, to fund additional teaching and support staff, to provide additional resourcing and to support pupils to take part in trips, music lessons and nurture groups. The impact of this spending is evident in the rapidly closing achievement gaps between these pupils and others in the school.
- It is clear from the good progress made by different groups of pupils and the variety of opportunities offered to all pupils that the school is effective in promoting equality of opportunity for all. A culture has been created where discrimination of any kind is not tolerated.
- The effectiveness of safeguarding is firmly secured in the school's policies and procedures and evident in its everyday life. All statutory requirements are met.
- The local authority has provided effective support to the school since the previous inspection and has brokered support from a National Leader in Education. The school has also created a successful partnership with Upland Primary School. All of this assistance has helped the headteacher to improve the school.
- The school enjoys a good partnership with parents who, with a few exceptions, are generally very positive about all aspects of school life.
- **The governance of the school:**
 - Governors are experienced and have a wide range of expertise. They have played an important part in helping the headteacher to bring about improvements in the school. They provide support and challenge to test the impact of different strategies being used by the school to improve pupil achievement. They know that the quality of teaching is improving and ensure that the performance management system is used to reward good teaching and deal with any underperformance. They ensure that the headteacher's targets are challenging and relate closely to the continued improvement of the school. They are also knowledgeable about the information on the school's performance compared to other schools nationally and how different groups of pupils are performing in the school.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good and has improved considerably since the previous inspection. Pupils are proud of their school and enjoy all that it has to offer. They are warm and welcoming to visitors.
- Pupils really enjoy their learning. They respond enthusiastically to their teachers and are keen to do their best. They apply themselves diligently to the tasks they are set when working on their own, with partners and in groups.
- Pupils' books show that they take a pride in the presentation of their work and confirm that they want to do their best. In a few classes, the presentation is not quite of the same high standard.
- Around the school, in the dining room and on the playground pupils are well behaved and get on well with one another. They enjoy the range of activities on offer and take on roles such as 'play buddies' sensibly and responsibly.
- Pupils spoke about the improvements in behaviour and how strategies such as 'golden time' have been successful in encouraging all pupils to behave well. These improvements are confirmed in the school's records that show that there have been very few serious incidents since the previous inspection.
- Behaviour is now managed consistently well by staff. Expectations have been raised and are made clear to pupils, who respond well.
- A very few parents and members of staff expressed concerns about behaviour but this was not supported by pupils or the evidence collected by inspectors.

Safety

- The school's work to keep pupils safe and secure is good. The safety of pupils is a high priority for everyone in the school.
- Pupils have a good understanding of how to keep themselves safe in a variety of situations, for example when using the internet. They understand that bullying can take many different forms. However, they are clear that very little takes place in school and have confidence in the adults around them should they have any problems.
- The breakfast club provides a safe and welcoming environment for pupils and supports working parents at the beginning of the school day.
- Pupils' enjoyment of school is evident in their rising attendance, which is above average.

The quality of teaching is good

- The quality of teaching is good and some is of high quality. It has improved considerably since the previous inspection, especially over the past year. Teaching is now enabling all groups of pupils to make good progress in reading, writing and mathematics and to apply their numeracy and literacy skills with increasing effect to support learning in other subjects.
- Teachers manage their classes well and have high expectations of their work and behaviour. They make clear to pupils what they are expected to learn at the beginning of lessons. This sets a purposeful framework for learning.
- Teachers provide interesting activities for pupils which interest them and capture their imagination. They plan effectively to meet the needs of all groups of pupils. Just occasionally, this is not the case and questioning and work is too easy for the most able.
- Questioning is mostly used effectively by teachers to test pupils' understanding and develop their thinking. For the most part, they also check regularly to make sure that pupils have understood and adjust tasks if necessary.
- Teachers mark pupils' work regularly and thoroughly. However, specific feedback to pupils on how to improve their work is often missing and it is not often evident that pupils have had the opportunity to act upon the advice given.
- Teaching assistants work in close partnership with teachers and play an effective role in supporting pupils' learning, especially for lower attainers and those with special educational needs. Effective teaching in small groups for those in danger of falling behind is also used effectively to enable these pupils to catch up with the others.
- Reading is taught effectively throughout the school. Pupils are taught phonics (letters and the sounds they make) well in the early years and Key Stage 1 and they develop a keen interest in reading as they move through different year groups.
- Similarly, spelling, grammar and punctuation are taught systematically and applied to pupils' writing in a range of styles for different purposes. The new approach to the curriculum is providing exciting opportunities to write, especially for the boys. For example in Years 5 and 6, pupils were researching and

writing biographies on the Antarctic explorer Captain Scott, with a clear understanding of the features of this form of writing.

- Mathematics is taught effectively and enables pupils to develop good skills in number and a range of other aspects of the subject. They also learn to apply their skills in other situations. For example, in Years 3 and 4, pupils were constructing bar charts based on data they had collected about people of different beliefs and religions.

The achievement of pupils

is good

- Pupils' achievement is good. Pupils make good progress as they move through the school. Standards in reading, writing and mathematics are above average at the end of both Key Stages 1 and 2, and have been for a number of years.
- Pupils' progress is much more consistent than was the case at the time of the previous inspection. Pupils who left Year 6 in 2014 had not made as much progress during Key Stage 2 as those that had left in the previous two years. However, current Year 6 pupils have made good progress since starting in Key Stage 2. Throughout the school, progress is improving, although it is not as fast in Years 3 and 4 as it is in other parts of the school.
- Pupils' books and observations show that pupils' learning and progress over time are good and improving. They acquire good skills in literacy and numeracy and a range of other subjects.
- The most able generally achieve well. In 2014, for example, more than half of the Year 6 pupils reached the higher Level 5 in reading and writing. In mathematics, a much higher proportion than was the case nationally reached the highest Level 6, a standard normally reached by pupils well into their secondary education. Many pupils are working at similarly high levels this year. In Key Stage 1, the performance of the most able is not quite as strong in terms of the proportions working at the higher levels of attainment.
- Disadvantaged pupils are achieving increasingly well because of the school's effective provision. In 2014, the attainment of Year 6 pupils eligible for the pupil premium was nearly two terms behind that of others in the school in mathematics and a year behind in writing. They were a term behind all pupils nationally in mathematics and writing. In reading, though, they did as well as other pupils in the school and better than all pupils nationally. These pupils had made slightly better progress in Key Stage 2 than others in the school or all pupils nationally. The gaps in attainment are closing fast and throughout the school the current progress of disadvantaged pupils is similar to that of the others.
- Disabled pupils and those with special educational needs and the few speaking English as an additional language are well supported and make the same good progress as their peers.

The early years provision

is outstanding

- Children get off to a flying start in the warm and welcoming Reception classes. They quickly settle into routines and become eager and confident learners.
- Children make rapid progress in all areas of their learning and reach levels of development at the end of the year that are well above average. They are exceptionally well prepared for Year 1.
- The classrooms are attractive, well resourced and well organised with areas set up to excite the children and develop all aspects of their learning. For example, there was great enthusiasm around the theme of dinosaurs during the inspection.
- Every opportunity is taken to develop children's basic communication, literacy and numeracy skills, both in groups led by the staff and during activities that children choose for themselves. The outside area is used very effectively to support the learning. For example, the wind, cold and rain did not deter the children from their writing activities! As a result, children make rapid progress in these aspects of their development.
- Teachers and staff work very effectively as a team and have the highest expectations of children's work and personal development. As a result, children behave extremely well, learn to sustain activities and to cooperate and share.
- The staff take great care of pupils and arrangements for their health and safety and safeguarding are robust.
- The early years leader, supported by the headteacher, is relentless in her pursuit of excellence. As a result, the teaching and children's achievement has improved even further since the previous inspection.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101429
Local authority	Bexley
Inspection number	453769

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	299
Appropriate authority	The governing body
Chair	Anthony Hayes
Headteacher	Janice Owen
Date of previous school inspection	29–30 January 2013
Telephone number	020 8300 2368
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