

Longshaw Primary School

Longshaw Road, Chingford, London, E4 6LH

Inspection dates

25–26 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Governors do not hold the school to account for pupils' achievement adequately. This limits the school's ability to make the required improvements.
- Leaders at all levels have not ensured that teaching over time has challenged pupils sufficiently. This has led to too many pupils making inadequate progress.
- Too few pupils make the progress expected in reading and mathematics by the time they leave the school.
- At Key Stage 2, the proportion of pupils reaching the higher levels in reading, writing and mathematics is below those seen nationally.
- Disadvantaged pupils do not make as much progress as other pupils in school. Although the gap is closing in Key Stage 1, it is still too wide in Key Stage 2.
- Teachers' expectations are too low. As a result, pupils are not sufficiently motivated to achieve what they are capable of. Their work is often poorly presented.
- Early years provision requires improvement because planned activities and adults' questioning skills do not always allow children to extend their learning rapidly.

The school has the following strengths

- The headteacher has put in place a wide range of systems and procedures which have begun to tackle weak teaching and poor practices.
- Performance management procedures are detailed and supportive. They provide teachers with clearly identified opportunities for professional development.
- Leaders provide well for pupils with special educational needs. These pupils make good progress.
- Robust systems put in place and monitored effectively by leaders have improved attendance and punctuality.
- There are positive relationships between adults and pupils. Behaviour has improved and pupils feel safe and well supported. Safeguarding procedures are strong.
- Parents are highly supportive of the school and appreciate the clear communication from the headteacher.

Information about this inspection

- Inspectors visited 17 lessons to observe teaching, two jointly with the headteacher, two with an assistant headteacher and one with the Early Years Foundation Stage coordinator.
- Inspectors made short visits to a number of lessons to speak with pupils, look at their work and examine displays. A scrutiny of pupils’ work books was carried out.
- Meetings were held with the headteacher, senior leaders, governors, staff and teachers with additional responsibilities. In addition, a meeting was held with a representative from the local authority.
- Inspectors talked with groups of pupils, listened to them read and observed them during playtimes and lunchtimes. Inspectors also spoke with pupils informally around the school.
- The 68 responses to the online parent questionnaire (Parent View) were taken into account, as were the 54 replies to the staff questionnaire. The views of parents were also collected at the start of the day and during two separate sessions they were attending in the school.
- The inspection team reviewed a range of documentation including the school development plan, action plans, safeguarding policies, minutes of meetings including those of the governing body and information about pupils’ progress. The school’s website was also reviewed.

Inspection team

Mel Rose, Lead inspector	Her Majesty’s Inspector
Alison Botarelli	Additional Inspector
Meena Walia	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Longshaw Primary School is a larger-than-average-sized primary school. It has 14 classes, two in each year group. The school also has a Nursery which offers part-time places. A local leader of education provides support as a mentor to the headteacher. The headteacher has been in post since April 2014.
- Pupils are from a range of ethnic backgrounds. Approximately a third is from White British backgrounds and around a fifth is from any other White background. The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils who are eligible for pupil premium funding, which provides additional funding for pupils known to be eligible for free school meals or in the care of the local authority, is well above the national average.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The school meets the government's current floor standards for primary schools, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is typically good or better, by ensuring that:
 - teachers have high expectations of what all pupils can achieve and provide challenging work
 - feedback provides pupils with opportunities to extend their learning and deepen their understanding
 - teachers develop their assessment and questioning skills, so that pupils are supported to make more rapid progress, including those in the Early Years Foundation Stage.
- Raise pupils' achievement across the school by making sure that:
 - leaders analyse assessment information so that they are aware of the performance of different groups of pupils
 - the gap between the performance of disadvantaged pupils and others in school, and nationally, is closed
 - more-able pupils are challenged so that they achieve what they are capable of
 - pupils' handwriting and presentation improve rapidly.
- Increase the impact of leaders, including governors, by ensuring that:
 - governors develop the necessary skills to be able to hold the school to account effectively
 - there is sufficient capacity within the leadership team to provide support and guidance to improve the quality of teaching rapidly
 - middle leaders develop the skills needed to monitor and evaluate the quality of teaching and pupils' achievement
 - leaders ensure that the school's behaviour policy is applied consistently to eradicate low-level disruption
 - the impact of pupil premium funding on the achievement of disadvantaged pupils is monitored closely.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of pupil premium should be undertaken to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- Leaders and governors have not ensured that previously good standards of teaching have been maintained. Pupils' achievement at Key Stage 2 has declined. The school's evaluation of its performance is overly generous.
- The impact of the extra funding for disadvantaged pupils is not evaluated rigorously enough. Disadvantaged pupils do not make as much progress as other pupils in school. Although the gap is closing in Key Stage 1, it is still too wide in Key Stage 2. Leaders and governors have not ensured that equality of opportunity has been promoted effectively.
- The current headteacher has put in place a wide range of systems and procedures which are providing the school with the foundations needed to improve. There is an acknowledgement among staff that a culture has been created in which the school can make the much needed improvements. However, these changes have not yet had sufficient impact.
- Expectations of what pupils can achieve are not high enough. Leaders at all levels do not analyse assessment data carefully enough to monitor the progress of different groups of pupils. Recently, the school has started to tackle this through the introduction of progress meetings attended by additional senior leaders. These meetings have improved the identification of where support is most needed.
- Middle leaders have not received appropriate training to develop their skills. They are unable to diagnose what needs to improve in teaching accurately. They do not make a close enough link between the quality of teaching and its impact on pupils' achievement. Leaders' monitoring of teaching has not placed enough emphasis on evaluating and improving the quality of work in pupils' books. The leader responsible for pupils with special educational needs provides these pupils with tailored support to meet their needs. As a result, the majority of these pupils make good progress.
- The headteacher has set teachers clear performance targets to improve their practice. These are linked to the school's priorities for improvement and are supported by opportunities for further training. It is too early to assess the impact of these.
- There is a broad and balanced curriculum in place which meets the expectations of the new National Curriculum, tackles discrimination and prepares pupils well for life in modern Britain. Music is a strength of the school. All pupils in Key Stage 2 learn a musical instrument. Resources have been purchased to support the teaching of computing. A programme of educational visits is in place for all classes. This is giving pupils a wider range of experiences to deepen their knowledge and understanding in all subjects. Pupils talk excitedly about trips they have been on and what they have learned. The school is currently evaluating new assessment systems for implementation in September 2015.
- Additional funding for sport is used effectively. A sports coach and a dance coach work with the pupils on a weekly basis and pupils' skills are developing well. Additional resources to support sporting activities have been purchased. A record of participation in extra-curricular sport shows an increase in the proportion of pupils accessing these activities.
- The school does not meet the local authority's published criteria which would allow them to receive the highest level of support. The school improvement consultant has paid additional visits to the school and has provided support for the headteacher and training for middle leaders and governors. However, the impact of this has been limited.
- Parents are highly supportive of the school and communication between home and school has improved over the last few terms. In a recent election to appoint two new parent governors, a record number of parents volunteered for the positions. Parents recognise the positive changes made since the headteacher took up post.
- Newly qualified teachers may not be appointed at this stage.

■ The governance of the school:

- Governors have failed to hold the school to account for pupils' achievement. They do not have a clear understanding of the quality of teaching or how this relates to performance management. As a result, they have not tackled underperformance effectively. This has hindered the school's improvement over time. In particular, they have not had high enough expectations of what disadvantaged pupils can achieve. These pupils do not achieve as well as they should.
- Recently, governors have increased their access to training. This has included training on how to evaluate information on the school's performance. The local authority has provided additional support through a local leader of governance. However, governors do not demonstrate that they know how to challenge and support the school effectively.

- A recent restructuring of the governing body has created opportunities for additional parent governors. The school and the local authority are aware of the need to ensure governors receive further guidance to carry out their role effectively. Governors have ensured that arrangements for safeguarding meet statutory requirements.

The behaviour and safety of pupils**require improvement****Behaviour**

- The behaviour of pupils requires improvement. Although pupils generally behave well and there has been an improvement in behaviour since the headteacher took up post, in a small number of instances pupils find it difficult to remain focused. They occasionally show disrespectful behaviour by making inappropriate noises and calling out. This low-level disruption is reducing over time.
- Pupils' attitudes to learning are not always as positive as they should be. This results in pupils not always producing the work they are capable of. Pupils' books show that pupils do not take as much pride in their work as they should. However, pupils respond quickly and positively to instructions in the classroom, which allow lessons to flow without significant stoppage time.
- Leaders have put in place robust systems for monitoring attendance and punctuality and these have improved significantly this academic year.
- Parents are supportive of the school's behaviour policy and recognise that behaviour has improved since the headteacher joined the school.

Safety

- The school's work to keep pupils safe and secure is good. Rigorous safeguarding procedures are in place. These include thorough risk assessments and robust staff recruitment procedures. Effective training is provided for staff to ensure that pupils are kept safe.
- Pupils are confident about reporting any concerns they may have to staff. There are positive working relationships between adults and children.
- Pupils have a good understanding of all types of bullying. They feel that incidents are dealt with swiftly and effectively and inspectors agree. They have a good understanding of cyber bullying and are also taught how to keep themselves safe when using the internet.

The quality of teaching**is inadequate**

- Teachers' expectations of what pupils can achieve are often too low. Pupils' work does not challenge pupils sufficiently. Where teaching is less effective, teachers do not apply the school's behaviour management policy consistently and pupils are not motivated to produce their best work. As a result, pupils do not achieve what they are capable of. This has led to too many pupils making inadequate progress.
- Some teachers do not use the information they have about what pupils know, understand and can do. As a consequence, they do not plan tasks which are well matched to pupils' needs. This results in pupils being given work which is often too easy. Questioning skills are not developed well enough to extend and deepen pupils' understanding. Feedback to pupils does not always support them to develop their skills further.
- Although pupils have increased opportunities to practise their writing, their written skills are not being developed sufficiently and, as a result, they make poor progress. Expectations of presentation are not high enough. Handwriting is not taught consistently well across the school. This also impacts on the quality of written work that pupils produce.
- The school has implemented strategies to improve reading across the school. The teaching of phonics (the sounds that letters make) has improved and the proportion of pupils achieving the expected result in the Year 1 phonics check is increasing. However, it is still below the national average. Pupils in Key Stage 2 are not making adequate progress in reading.
- An additional teacher has been appointed to work with specific pupils who need extra support. One of these sessions is for Year 5 pupils, to enable them to make better progress in mathematics. Work is well matched to pupils' needs, but this has not had sufficient time to impact on their progress. Other pupils' work in mathematics shows that pupils are not consistently challenged. The school has recently purchased additional resources to support the teaching of mathematics.
- The additional teacher also works with Year 6 pupils. Teaching in Year 6 is enabling pupils to make better progress. Pupils are given more opportunities to respond to the clear feedback given. This is developing

their skills well in reading, writing and mathematics. One of the Year 6 teachers has been selected to be a moderator for the local authority.

- Regular homework is given. This includes discussion activities for pupils to undertake at home with their parents. Pupils and parents speak positively about this aspect of homework and say that it is further developing literacy skills.

The achievement of pupils

is inadequate

- Children join the Nursery with knowledge and skill levels that are just below those typical for their age. Assessment data show an improving trend and the majority of children leave Nursery with skill levels typical for their age. At the start of Reception, skill levels are still just below those typical as new children join the cohort. The majority of children make adequate progress in Reception and achieve a good level of development that is above the national average.
- Results in the phonic check improved last year, but were still below national averages. Nearly all pupils who took the phonics check again in Year 2 reached the expected level.
- In 2014, attainment results at the end of Key Stage 1 were above national averages in reading, writing and mathematics. Scrutiny of pupils' work shows that they make good progress in reading, writing and mathematics in Year 2. However, at the end of Key Stage 2, attainment was below national averages in all areas. Too few pupils make expected progress in reading and mathematics.
- Disadvantaged pupils are not making as much progress as other pupils in school. In 2014 the attainment of disadvantaged pupils in Year 6 was approximately two terms behind other pupils in their year group in reading and writing and four terms behind in mathematics. When compared to other pupils nationally, disadvantaged pupils in this school are two terms behind in reading and writing and three terms behind in mathematics. Current assessment information shows a variable picture, with gaps increasing in Year 3 and closing significantly in Years 1 and 2. Gaps in Years 4, 5 and 6 are starting to close. Disadvantaged pupils outperform their peers in reading and writing in Year 4.
- The proportion of the most-able pupils achieving the higher level at the end of Key Stage 1 has increased and is above national averages in reading, writing and mathematics. However, at Key Stage 2, the proportion of the most-able pupils achieving the higher levels is well below national averages in reading, writing, and mathematics.
- The leader responsible for disabled pupils and those who have special educational needs provides well for these pupils. Staff have received training to enable them to provide better support. A wide range of tailored sessions has been put in place to meet their needs. As a result, many of these pupils make good progress.
- The leader responsible for pupils who speak English as an additional language has a clear plan for improvement in this area. She has provided training for teachers to improve the support for these pupils. Assessment information is collected to track these pupils. The information is not analysed thoroughly to evaluate the progress these pupils are making.

The early years provision

requires improvement

- Children get off to a solid start in Nursery. However, they do not make rapid enough progress in the early years. Parents are given opportunities to be involved in their children's education, although not all parents take advantage of this. There is a good range of activities for children to extend their learning indoors. However, the outdoor provision does not cater for all aspects of development. This is reflected in children's learning journals which often lack evidence for all areas of learning.
- Activities in Reception cover all areas of learning. However, assessment information is not always looked at thoroughly enough, so planned activities do not always meet the needs of all groups of children. Additional activities are needed to stimulate and extend those children whose progress should be more rapid.
- Relationships between adults and children are positive and nurturing. Children settle well at the start of each day and readily access the range of activities provided. Often the questions adults ask do not extend children's learning as effectively as they could. Children are not regularly taught how to form their letters correctly. This slows their progress in writing.
- The leader responsible for early years provision is developing her assessment analysis skills so that the progress of different groups of children can be tracked. Analysis of assessment information reveals that boys do not achieve as well as girls in all areas of development. The school was unaware of this and so had not looked at ways of addressing this imbalance.

- The early years provision is not inadequate because children make reasonable progress and are adequately prepared for Year 1. The proportion of children reaching a good level of development by the end of Reception is above average.
- Children's behaviour is good. The children engage with each other amicably and share resources well. The systems to keep pupils safe are good. Both indoor and outdoor learning environments provide safe spaces for the children to explore and learn.

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	103035
Local authority	Waltham Forest
Inspection number	448725

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	461
Appropriate authority	The governing body
Chair	Marion Fitzgerald
Headteacher	Kerry Munden
Date of previous school inspection	17 November 2009
Telephone number	020 85295693
Fax number	020 85295693
Email address	office@longshaw.waltham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

