

# Inspection of a good school: Longmoor Primary School

Newstead Road, Long Eaton, Nottingham, Nottinghamshire NG10 4JG

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Inspection dates: 19 and 20 October 2021

## Outcome

Longmoor Primary School continues to be a good school.

## What is it like to attend this school?

Longmoor Primary is a caring school where relationships are strong. Everyone is well looked after. Staff are good role models and pupils appreciate the care and support they receive. Staff are proud to work here.

Pupils behave well in lessons and around the school. They are kind and supportive of each other. When fallouts happen, they are quickly resolved because 'we are all friends'. Pupils know what bullying is and say that it is rare. They learn different ways to communicate, such as using a worry box, if something upsets them.

Pupils enjoy school. The atmosphere in school is calm and purposeful. Pupils are enthusiastic about their learning. They describe their school as a safe, respectful place. The vast majority of parents agree. Anti-bullying ambassadors, conflict-resolution mediators and the school council help make the school a happy place.

Pupils have opportunities to develop both in and outside of the taught curriculum. For example, Year 4 pupils recently enjoyed a virtual trip to the Galleries of Justice, while Year 3 pupils held a virtual interview with the mayor.

## What does the school do well and what does it need to do better?

The school provides a good quality of education. Leaders and other staff have worked hard to improve the curriculum. Staff understand the barriers to pupils' learning and have designed a curriculum with these in mind. However, leaders have not yet ensured that the curriculum builds well enough on children's learning in the early years.

Pupils are well supported when learning to read. Staff are highly trained and there is a consistent approach to the teaching of phonics. Pupils know the routines and use these to help them learn. Children get a good start to their learning in the Nursery. They begin to learn the sounds that letters represent early on. This good start is then carried through into the foundation stage and Year 1. Staff pay close attention to how well pupils learn

their sounds. They provide support when they need to. This approach helps all pupils to keep up with the pace of the phonics programme. The books given to pupils to learn to read are well matched to their ability. Pupils say that they enjoy reading.

Leaders have improved the mathematics curriculum. They have ensured that pupils gain a secure understanding of number. Teachers and support staff help pupils to remember facts and concepts in mathematics through sequenced lessons. However, plans for pupils' learning do not yet build on the good start that children make in mathematics in the early years.

In history, leaders have changed the order of the curriculum to develop pupils' understanding of the passing of time. Pupils enjoy their lessons. They are able to remember many historical facts in detail. Year 5 pupils spoke enthusiastically about all they had learned about the Romans. However, pupils do not understand how different periods are connected in history.

Pupils with special educational needs and/or disabilities (SEND) are usually well supported in lessons. The teachers and teaching assistants know the needs of pupils. However, on occasion, they do not break down the learning well enough to meet the needs of all pupils with SEND. Sometimes, resources are not used as well as they could be or are not appropriate.

Longmoor Primary is a very nurturing school. Pupils learn how to look after their mental health and support others who may be struggling. Many pupils look forward to their forest school lessons to learn outdoor skills and teamwork. This is also a popular after-school club.

Leaders have identified that pupils' knowledge of other cultures is not as strong as it could be. They have added further opportunities into the school's curriculum to address this. For example, classes are named after a wide variety of inspirational people from different backgrounds. Pupils learn about Black culture through the whole-school theme of Black History Month.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive training and updates on how to keep pupils safe. Teachers know the warning signs that a child may be in danger and what to do if they are concerned. Senior leaders' responses to concerns raised are appropriate.

Pupils say that they feel safe in school and the vast majority of parents agree. Staff teach pupils how to stay safe both inside and outside school. Pupils learn how to stay safe when using the internet and social media. They say that cyber-bullying is rare. They know what to do should it happen to them or a friend.

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

### (Information for the school and appropriate authority)

- Leaders are in the process of implementing a newly designed curriculum. However, plans for what they expect pupils to learn do not yet build from the foundation stage. Sometimes, links to prior learning are not as clear or focused as they could be. Leaders should ensure that their plans identify links with prior learning throughout subjects and the school.
- On occasion, pupils with SEND do not get the support that they need to achieve as well as they could. They do not always gain the same knowledge and skills as other pupils. Leaders should ensure that the provision for these pupils consistently matches their needs well in all year groups and subjects.

### Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in June 2016.

### How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

### Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	112585
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10199808
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	436
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Jane Wright
<b>Headteacher</b>	Susan Dainty
<b>Website</b>	<a href="http://www.longmoorprimary.com">http://www.longmoorprimary.com</a>
<b>Date of previous inspection</b>	7 – 8 June 2016, under section 5 of the Education Act 2005

## Information about this school

- There has been a change of headteacher since the previous inspection.
- The school has a nursery which caters for three-year-olds.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- The inspector met with the headteacher as well as the other members of the senior leadership team.
- The inspector met with six members of the governing body, including the chair. She also spoke with a representative from the local authority on the telephone.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at a sample of pupils' work.

- The inspector met with the special educational needs coordinator (SENCo) about the provision for pupils with SEND.
- The inspector spoke with parents. She took account of the 58 responses to Ofsted's online questionnaire, Parent View, and the 38 responses to the staff survey. The inspector also spoke to groups of pupils and considered the 66 responses to the pupil survey.
- The inspector met with the headteacher, a deputy headteacher and the SENCo to discuss safeguarding. She also met with staff to discuss their understanding of the school's procedures to keep pupils safe. The inspector considered documentation relating to safeguarding, the school's single central register and the system for undertaking checks on new staff.

### **Inspection team**

Heidi Malliff, lead inspector

Ofsted Inspector

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