

Inspection of Longshaw Primary Academy

Longshaw Road, Chingford, London E4 6LH

Inspection dates: 26 and 27 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005.

The principal of this school is Jane Woods. This school is part of United Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jon Coles, and overseen by a board of trustees, chaired by Richard Greenhalgh.

What is it like to attend this school?

Leaders have developed an inclusive and welcoming culture. There is a strong sense of community, and pupils are very happy in the school. Working relationships between staff and pupils are extremely positive. Staff know all pupils very well, which ensures that they are safe and well supported.

There are high expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils are proud of their school. They enjoy learning, work hard and are kind. In early years, staff provide children with excellent support so that they are fully ready for Year 1.

Pupils are well behaved during lessons and around the school site. This includes in early years, where children are extremely motivated and show high levels of respect for each other.

Pupils can take part in a range of wider opportunities in the school. These include the eco-committee, street dance and gymnastics club. Pupils in the school choir have the opportunity to perform regularly. They take part in a variety of tournaments and competitions. Pupils contribute to the school community through positions including prefects and school councillors.

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

Leaders have developed a curriculum that is ambitious and in line with the expectations of the national curriculum. They ensure that the curriculum progressively builds on pupils' knowledge over time. In early years, staff provide a nurturing environment that ensures children achieve highly. Leaders place a sharp focus on ensuring that children develop their communication and language skills very well.

Teachers have strong subject knowledge and present information clearly. They make adaptations to ensure that pupils with SEND access the same ambitious curriculum as their peers. Leaders work closely with parents and external agencies. They ensure that all pupils in the school receive the support they require to access the curriculum. In early years, staff develop children's knowledge and skills expertly.

Sometimes, teaching does not check or deepen pupils' understanding before moving on to new content. This means that, on occasion, pupils do not commit knowledge to their long-term memories. In early years, staff are highly effective at identifying any misconceptions. This includes regularly checking and developing children's use of vocabulary.

Leaders have a strong focus on pupils learning to read from when they first enter the Reception Year. Staff are confident to deliver the phonics programme. They are trained effectively to be able to identify and support pupils who fall behind the pace

of the programme. Bespoke support is put in place for these pupils to ensure they are supported effectively. The books that pupils read are well matched to the sounds they know. Staff encourage pupils to read regularly.

Pupils have positive attitudes to learning. Systems to manage behaviour are clear and effective, and staff use these consistently. Leaders ensure that attendance is high. They have robust procedures in place and work closely with parents to support pupils to attend school regularly. In early years, children follow routines sensibly. They demonstrate high levels of self-control and concentrate on activities. Staff enable children to be highly motivated and eager to join in.

Leaders have developed a well-thought-out personal development curriculum. This builds pupils' knowledge of how to stay safe and healthy in an age-appropriate manner. Leaders make positive use of the local area so that pupils have a range of wider opportunities. All pupils attend various outings every year, including visits to galleries, places of worship and museums. The school welcomes a variety of external visitors, including from a writing workshop and a mobile zoo.

Staff are extremely positive about how leaders look after their well-being. They are well supported with their professional development through high-quality training opportunities. Leaders have built extremely strong relationships with parents and carers. They offer a number of parental sessions on themes including reading and online safety. Governors understand the strengths and priorities of the school. They provide a wide range of expertise and carry out their role effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, teaching does not systematically identify and clarify pupils' misunderstandings. This means that, sometimes, pupils are not ready to learn new content and concepts. The school should develop the expertise of all teachers so that they address any gaps in pupils' understanding.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147179
Local authority	London Borough of Waltham Forest
Inspection number	10290359
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	259
Appropriate authority	Board of trustees
Chair of trust	Richard Greenhalgh
Principal	Jane Woods
Website	www.longshawprimaryacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Longshaw Primary Academy converted to become an academy in April 2019. When its predecessor school, Longshaw Primary School, was last inspected by Ofsted, it was judged to require improvement overall.
- The school uses one alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the principal, members of the senior leadership team, and a range of staff. They also met with members of the governing body and a representative of the trust.
- The inspectors carried out deep dives in the following subjects: early reading, mathematics, physical education and geography. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, spoke with pupils, and looked at samples of pupils' work. The curriculum in other subjects was also considered.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents, pupils, and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector	His Majesty's Inspector
Paul Jackson	Ofsted Inspector
Catherine Hylands	Ofsted Inspector

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