

Inspection of a school judged good for overall effectiveness before September 2024: Longwood Primary School

Allton Avenue, Mile Oak, Tamworth, Staffordshire B78 3NH

Inspection dates:

25 and 26 February 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils love Longwood Primary School. They feel happy, safe and have plenty of friends. The school is highly ambitious for all its pupils. It wants pupils to achieve well academically, socially and to flourish, and they do. The mutual respect shown between adults and pupils, creates a harmonious, family environment.

Pupils' behaviour in lessons and at social times is very positive. They are active during breaktimes, playing happily together in the games designed by the pupil 'Playground Ambassadors'. The wide spaces and range of equipment means there is plenty to do at breaktimes. The outdoor reading hub, with reading material chosen by the pupils, provides a quieter space for pupils to enjoy. Pupils have excellent manners. They listen to staff and each other with respect and interest. They welcome visitors and new pupils eagerly and kindly.

Pupils are extremely confident that staff will listen to them share their views, interests or worries and give effective support and encouragement. Senior leaders ensure they greet pupils each morning with a welcoming smile and cheery hello. This helps pupil settle well and to be ready and willing to learn.

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

Staff model the school's high expectations of expecting the best consistently. Pupils respond extremely well to this. The school displays pupils' work with care and respect. This includes framed pieces of pupils' artwork, photographs of pupils' achievements; academic, sporting, musical, or how they treat others.

The school's approach to the development of language skills and vocabulary is a strength. Teachers use questioning to check and deepen pupils' learning extremely well. Staff model the explicit language and vocabulary they want pupils to learn. They ensure pupils explain their learning and reasoning in well-formed sentences. As a result, pupils become confident, mature speakers by the end of Year 6.

Reading is a key priority for the school. Children start to learn to read as soon as they join the Reception class. The effective school approach to teaching reading ensures pupils learn to read confidently and fluently. Pupils who find learning to read more difficult quickly receive the support they need. Staff and pupils are very proud of their two school libraries. Pupils apply to be school librarians. Suggestions about books to read extend pupils' reading choices.

In some areas, the school's published outcomes in 2024 were low. These outcomes do not fully reflect the quality of education the school provides for its pupils. The curriculum enables pupils to deepen their knowledge and understanding across all subjects. Pupils recall and use their prior knowledge well to link learning. For example, between Stone Age art and what they know about this period of time in history, or between Tamworth Castle and castles in fiction. Staff have very strong subject knowledge. They quickly pick up on and address misconceptions. This helps pupils to learn the curriculum very well.

The school quickly identifies pupils with special educational needs and/or disabilities (SEND). Learning is well adapted to meet the needs of pupils with SEND. They participate in all aspects of school life. As a result, they enjoy school and achieve well.

Children get off to a great start in the Reception class. Routines are well established and children settle quickly. Staff take time before children start school to discover their interests and needs. Children enjoy the active songs and rhymes that support learning in mathematics and reading. They develop the language and communication skills they need to be successful learners. Children are happy and thriving.

The school's programme for personal development is exceedingly strong. Visits, visitors, poetry recitals and links with the local care home, all help celebrate and develop pupils' interests and talents. Groups visit the school to talk about issues such as water, fire and road safety. This helps pupils keep safe. Pupils learn about different religions and visit the local church. They learn about democracy and the importance of treating all people fairly. They are well prepared for life in modern Britain.

Some pupils do not attend school regularly. This means they miss out on the learning the school provides. The school strives relentlessly to encourage and promote the importance of attendance. This is having a positive impact on reducing absences. Behaviour in lessons is excellent. Pupils have very positive attitudes to learning. They want to learn and are resilient learners, their high-quality work in books reflects this.

Staff enjoy working at the school, they feel valued and well supported. Governors offer strong support and challenge and enjoy celebrating the school's work.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in February 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.

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	124104
Local authority	Staffordshire
Inspection number	10366633
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	The governing body
Chair of governing body	Peter Armitage MBE
Headteacher	Pauline James
Website	www.longwood.staffs.sch.uk
Date of previous inspection	12 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school runs a before- and after-school club.
- The school does not use any alternative provision.
- The school is part of the Tame Valley Cooperative Learning Trust.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- During the inspection, the inspector met with the headteacher and other senior leaders. She also met with members of the governing body, including the chair.
- The inspector had a telephone conversation with a representative of the local authority.

- The inspector visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- Throughout the inspection, the inspector met with groups of staff. She also considered the opinions expressed through the staff survey.
- The inspector had regard to the views expressed through Ofsted Parent View.

Inspection team

Tina Willmott, lead inspector

Ofsted Inspector

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