



Longshaw Primary School

Inspection Report

Unique Reference Number 103035
Local Authority Waltham Forest
Inspection number 286551
Inspection date 15 September 2006
Reporting inspector Florence Olajide

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

Type of school	Primary	School address	Longshaw Road
School category	Community		Chingford
Age range of pupils	3–11		London E4 6LH
Gender of pupils	Mixed	Telephone number	02085295693
Number on roll (school)	273	Fax number	00285238444
Appropriate authority	The governing body	Chair	Cllr. Marion Fitzgerald
		Headteacher	Mrs Carol Kirkland
Date of previous school inspection	5 November 2002		

Age group	Inspection date	Inspection number
3–11	15 September 2006	286551

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Longshaw Primary School is slightly larger than average and ethnically diverse. Pupils come from a mix of social and economic backgrounds. Over a third of them are entitled to free school meals. Almost a quarter have learning difficulties and or disabilities and almost a fifth speak a first language other than English. Over a quarter of the pupils enter or leave the school at times other than the usual entry and leaving points.

Attendance is significantly lower than the national average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that has some outstanding features. The school has worked hard under difficult conditions, as Local Authority plans to rationalise school places have led to a planned reduction in the school's roll. The strong leadership of the headteacher and senior staff has persisted despite the uncertainty caused by reduced finances, less staffing and the reorganisation of some year groups into mixed-age classes.

The quality of teaching and learning is good. As a result, from a low starting point when they enter the school, most pupils make good progress, achieve well and attain standards that are broadly in line with the national average by the end of Key Stage 1, and above average by the end of Key Stage 2. The excellent provision in the Foundation Stage ensures that pupils achieve levels that are above national expectations in most of the six areas of learning by the end of the Reception year.

Pupils' achievement is higher in English and science where there is strong leadership. In mathematics, due to a lack of stable leadership, some pupils do not make as much progress as they should. Although most groups of pupils make similar progress, pupils who speak a first language other than English do not always achieve as well as others.

Pupils have good attitudes to learning and behave well. A high profile anti-bullying campaign is addressing some concerns about bullying effectively. The attendance of the majority of pupils is good. However, a small minority fail to attend school regularly and many pupils take holidays during term time. Despite the school's hard work, attendance remains significantly below the national average.

Pupils say that they enjoy learning and their parents agree. Pupils find the curriculum interesting and talk about the exciting lessons. They also appreciate the excellent range of sports and other clubs on offer. As one child put it, 'there's a club for every day!' The curriculum strongly encourages pupils to stay healthy and pupils' awareness of health issues is exceptional. The school has worked hard to modify the curriculum to meet the needs of mixed-age classes. However, provision for pupils who speak a first language other than English does not sufficiently meet their needs. Pupils receive good care, guidance and support. They particularly appreciate the feedback they receive from teachers about the quality of their work and what they need to do to improve.

The leadership and management of the school have an accurate view of the school's strengths and weaknesses and are strongly focused on raising the achievement of all pupils. The school has thorough procedures for assessing pupils' progress. However, in tracking pupils' progress over time it does not take sufficient account of their starting points and abilities. As a result, some underachievement has gone unnoticed and unchallenged. The school is very aware of the weaknesses in its tracking procedures and has begun to take steps to improve it.

The school has made good progress in addressing the issues raised in the last inspection. Financial planning is sound and the school has managed the reduction in its funding efficiently. It is well placed to continue future improvements.

What the school should do to improve further

- * Work with parents to improve attendance
- * Ensure that provision for pupils for whom English is an additional language enables them to achieve as well as they can
- * Improve leadership, management and curriculum provision in mathematics to ensure that all pupils make good progress.

Achievement and standards

Grade: 2

Achievement and standards are good. The school sets challenging targets, which it consistently meets or exceeds. Given the low starting points in the Foundation Stage and the overall standards reached by the end of Key Stages 1 and 2, most pupils make good progress and achieve well. Pupils in the Foundation Stage make very good progress. This is built on successfully in Key Stage 1 where the provisional 2006 national test results show significant improvements compared to the past three years. Standards in Key Stage 2 have generally been above national average although the 2006 provisional test results indicate a fall. This is mainly due to the higher proportion of pupils within this cohort who entered the school towards the end of Key Stage 2, and the higher proportion of pupils with special educational needs. Pupils with learning difficulties and or disabilities make satisfactory progress. However, pupils who speak a first language other than English do not always achieve as well as other groups.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral social and cultural development are good. Pupils are confident, polite and helpful. In lessons, they behave well and stay focused on tasks with sustained levels of concentration. They develop a strong sense of social responsibility through allocated tasks and duties around the school, which they carry out with pride. They express their opinions and share in decision making through the school council. Assemblies provide good opportunities for spiritual and moral reflection. A range of positive experiences such as learning to play African drums enables pupils to develop a growing awareness of other cultures. They know how to keep safe and their awareness of health issues is exceptional. However, the attendance of a small minority of pupils remains a cause for concern.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Pupils say they enjoy school because lessons are interesting. Teachers plan well-structured and purposeful activities and use a variety of teaching strategies to encourage the pupils to participate enthusiastically. A very strong feature of lessons is that teachers ensure that pupils understand what they expect of them and encourage them to evaluate their own progress regularly. This enables pupils to understand what they need to learn next and to build on what they already know. Consequently, pupils enjoy learning and are highly motivated. They talk about lessons being 'challenging but fun'. Teaching assistants work in successful partnership with teachers and provide pupils with good support. However, some teachers lack sufficient expertise in meeting the needs of pupils who speak a first language other than English. As a result, in some lessons these pupils make insufficient progress.

Curriculum and other activities

Grade: 2

The curriculum is good. The school adapts it as necessary to ensure that it meets the needs of most of the pupils. It is aware of the need to improve provision for pupils for whom English is an additional language. Pupils are provided with varied and interesting extra-curricular activities and sports such as mini-golf, cricket, javelin, and badminton. Subject leaders ensure that the curriculum is well resourced and that teachers' subject knowledge is up to date. Teachers use information and communications technology satisfactorily to support teaching and learning. Provision for pupils' basic skills is good and learners are prepared well for next stage of learning. Of particular note is the school's very successful project with children under the age of three called 'Little Tots'. This programme, which is highly valued by parents and carers enables the school to establish early links with prospective parents and provides pre-school children with opportunities to socialise and develop their communication skills.

Care, guidance and support

Grade: 2

The school provides pupils with good care, guidance and support and the majority of parents say that they are happy with the level of care their children receive. There are appropriate health and safety protocols. Child protection procedures are clear and kept under review. The school works effectively with outside agencies to ensure that vulnerable pupils receive appropriate care and support, and make satisfactory progress. Despite the weakness in the tracking procedures, academic guidance is good overall. Teachers know their pupils well and provide them with useful feedback about their work. Pupils have clear targets that are reviewed regularly. Teachers apply a consistent

approach to managing behaviour. Pupils say that they feel safe in school and believe that the steps taken by the school to address bullying are proving to be effective.

Leadership and management

Grade: 2

Leadership and management are good. All leaders and managers have clear roles and responsibilities, which they discharge effectively. The leadership and management of mathematics have been recently re-assigned to a senior member of staff in order to address the issues within this subject. Clear accountability structures and monitoring procedures ensure that the school has an accurate view of its strengths and weaknesses. Staff use the information gathered from monitoring to identify key priorities for improvement. For example, the school has already begun to take steps to improve the tracking systems by computerising its assessment data. All adults meet new challenges with optimism and staffing has remained stable even in the face of dropping rolls and re-organisation. The leadership team is committed to improving standards and have led the push forward, which has resulted in the recent improvements in attainment at Key Stage 1. Governors play a very active role in supporting the work of the school, and challenge it to improve, for example by creating a working party to look at the quality of provision for pupils from ethnic minority backgrounds.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	4
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for the warm welcome that you gave me when I visited your school. I really enjoyed talking to you and listening to your views. I promised in our discussion that I would write to you to let you know what I thought of your school.

Your school is a good school and the headteacher, staff and governing body work very hard to make it so. The teaching you receive is good and you told me you enjoy lessons because they are interesting and fun. As a result, most of you make good progress and achieve well, particularly the younger ones in the nursery and reception classes. However, some of you do not achieve as well as you should in mathematics and some of the pupils who speak other languages apart from English do not do so well either.

You greatly enjoy the many clubs on offer. You behave well in school and work hard. I was impressed with how much you knew about how to stay healthy. You feel that although bullying has been a bit of a problem in the past, your teachers have worked hard to improve this. You also feel that you are doing well in your work and you like that teachers give you regular feedback on what you need to improve. In fact, I was impressed that you could all tell me what your targets were. Although most of you attend school regularly, sadly, some of you do not. This means that your school's attendance is not as high as it should be.

To make your school even better, I have asked your teachers to continue to work with your parents and encourage you to attend school regularly so that you do not miss those exciting lessons. I have also asked them to improve how they teach you mathematics and to do more to help those whose first language is not English so that all of you make good progress. I hope that you and your parents will work hard and support your school to achieve these things. I wish you all the best for the future.

Yours sincerely

Florence Olajide

Additional Inspector