

Longshaw Primary School

Inspection report

Unique Reference Number	103035
Local Authority	Waltham Forest
Inspection number	336001
Inspection dates	17–18 November 2009
Reporting inspector	Glynis Bradley-Peat

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	336
Appropriate authority	The governing body
Chair	Cllr Marion Fitzgerald
Headteacher	Carol Kirkland
Date of previous school inspection	5 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, and held meetings with the headteacher, senior leadership team, staff, governors and pupils. They observed the school's work, looked at documents including the school improvement plan, systems for tracking the pupils' progress, safeguarding documentation and school policies, and analysed information from 61 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- why attainment is continuing to rise steadily in Years 3'6 (Key Stage 2), but also why it has remained static in Years 1 and 2 (Key Stage 1)
- whether governance is making an exceptional contribution to the work and direction of the school and whether there is a high level of professional challenge to hold the school to account
- what strategies the school is using to tackle poor attendance and what impact they are having
- the strengths in the school's work.

Information about the school

Longshaw Primary is a larger than average primary school. There is provision for the Early Years Foundation Stage in both Nursery and Reception classes.

The proportion of pupils in receipt of free school meals is much higher than that usually found. The proportion of pupils from minority ethnic groups, and the number who speak English as an additional language, is also much higher than usually found. These proportions have been rising year-on-year. The number of pupils with special educational needs and/or disabilities is above average. The majority of these pupils have moderate learning, behavioural and emotional or speech and language difficulties.

The school has gained a number of awards including the Healthy School Award and Activemark, which reflects a commitment to promoting pupils' healthy lifestyles.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

Longshaw is a good school. It is an improving school where the tireless and determined leadership of the headteacher and her team has led to clear improvement since the last inspection. Parents agree overall with the findings of the inspection and one parent, echoing the views of many, wrote, 'We are very pleased to have found Longshaw. We are particularly impressed with the teachers and staff, they are caring, supportive and friendly.'

There is a good focus on raising the achievement of all pupils. School leaders, along with the governors of the school, ensure that the safety and welfare of the pupils is paramount; safeguarding procedures are exemplary. A strength from the previous inspection was found to be in the Early Years Foundation Stage. The high quality of provision and the excellent outcomes for children have been built upon and maintained because of the particularly high quality of the leadership. Leadership at every level contributes well to the self-evaluation process. This has resulted in a clear understanding of the school's strengths and areas for improvement. As a whole, the capacity of leaders and managers to continue bringing about further improvement is good.

Pupils enter the Nursery with well below expected levels of skills and leave Year 6 with above average standards. Attainment is rising year-on-year and progress over time has been consistently good. There is a similar picture evident in the current Year 6. This reflects the school's persistent approach to raising achievement. All the different groups of pupils in the school, including those with special educational needs and/or disabilities and the more able, do equally well. This is because the school pays good attention to providing equal opportunities for everyone. Although progress is good overall it is uneven. Pupils' achievement in the Early Years Foundation Stage and between Years 3 and 6 is often outstanding, but in Years 1 and 2 it is merely satisfactory, particularly in English and mathematics. This is a direct reflection of the quality of teaching and learning. Where the teaching is good or better, pupils make cracking progress, but this slows during Years 1 and 2. Excellent teaching ensures that there are ample opportunities for children to learn independently in the Nursery and Reception. This is also the case with the older children who clearly relish a challenge. In an outstanding mathematics lesson pupils investigated shapes and angles outside.

Pupils' attendance is below average. Despite the school's best efforts to tackle this there is still an issue with holidays being taken in learning time. The school has recently introduced more stringent measures which have not yet had time to make a full impact. Leaders have developed good partnerships to promote learning and support the

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well-being of pupils. The school works well to extend the pupils' understanding of the world in which they live. This caring and supportive school promotes the good behaviour of pupils and ensures their good spiritual, moral, social and cultural development. Pupils' contribution to the school community is strong and they take on a wide range of roles and responsibilities. The school's good curriculum also enhances learning, but is somewhat debilitated by a lack of computer equipment and limited facilities. However, the pupils and teachers make the best of what they have.

What does the school need to do to improve further?

- Ensure that attainment and progress of pupils in Years 1 and 2 improves in English and mathematics by:
 - ensuring more rigorous monitoring of the quality of teaching and learning
 - systematically building upon the excellent start made in the Early Years Foundation Stage
 - having higher expectations of what pupils can achieve and ensuring that they are consistently challenged in every lesson.
- Improve attendance by:
 - building stronger links with parents to discourage holidays taken in children's learning time
 - working closely with external agencies to ensure that strategies used to improve attendance have maximum impact.
- 'Improve provision for information and communication technology (ICT) by:
 - increasing the number of computers in the school
 - improving facilities for the teaching of ICT.

Outcomes for individuals and groups of pupils**2**

Pupils enter Year 1 with levels of attainment that are broadly average. However, the rate of progress slows to satisfactory after an excellent start in the Early Years Foundation Stage. This is the result of overall satisfactory teaching across Years 1 and 2. There are examples of good teaching but also of inadequate practice. This inconsistency affects the achievement of the pupils because their needs are not met as well as they are elsewhere in the school. By the time pupils leave Year 2, attainment is average.

In Years 3 to 6 the pace of learning recovers and picks up speed. Pupils' attainment has risen steadily in each of the last four years and is currently above average. The school's good focus on ensuring all pupils achieve as well as they possibly can results in no significant variations between groups. Pupils make good and better progress, especially in the latter year groups. This is because teaching is consistently good or better.

Achievement is good. Overall good provision promotes good progress including those pupils who speak English as an additional language and others with moderate learning difficulties or behavioural and emotional needs.

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Pupils enjoy school. They show this through their good behaviour, concentration and attention in class and by being polite and courteous to each other and adults. They know how to keep themselves safe, but there are some isolated instances of unpleasant behaviour during lunchtime while at play. This is because supervision is not always sufficiently vigilant. Pupils' contribution to the community is good and they thrive on taking responsibility, for example, as buddies to younger pupils or as monitors in the classroom. Pupils demonstrate their ability to work in groups and teams and are prepared adequately for the next stage of their education. Attendance remains an issue to be tackled, particularly the significant number of pupils who miss learning opportunities because of term-time holidays.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The good level of support given to a variety of vulnerable pupils illustrates the good support, care and guidance provided by the school. Those with emotional and behavioural difficulties are given good support through the social and emotional learning programme alongside their classmates. Individual education plans are clear and well

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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thought through and address each particular child's special educational needs. These strategies have a good impact on learning. Those pupils whose first language is not English are also catered for well because teachers give attention and focus to speaking and listening across the curriculum. Teaching assistants carry out their duties well and support pupils effectively both individually but also in small groups. This ensures that they all make good progress.

Teachers have very good relationships with their classes and behaviour is managed well. Although the quality of teaching overall is good, it is inconsistent across year groups. It is very strong across Years 3 to 6 but is less effective in Years 1 and 2. This affects the rate at which pupils make progress. Where teaching is good and better, pupils make leaps in their learning. For example, in a very good mathematics lesson the teacher's excellent use of probing questions ensured that pupils had to think carefully about how they could calculate the perimeters of shapes. Teaching is less successful when teachers' expectations of what pupils can do are too low. This results in more able learners coasting and making little progress. Assessment is used well to support learning as a rule and marking ensures that pupils know what to do to improve their work. On the whole teachers use electronic whiteboards well to enhance learning, but the use of computers is very limited because of poor facilities and a lack of hardware. This affects the quality of the curriculum and does not promote the use of ICT across different subjects. Pupils are unable to use their computer skills sufficiently. However, having said this, teachers do their best with what they have. There are some strengths in the curriculum, particularly in the quality of cultural art. Many excellent displays in the school depict art from around the world.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and her team are able to successfully drive through improvement in the school because they know their school well. They fully understand where the strengths and areas for improvement lie. Good data analysis and rigorous monitoring of teaching and learning ensure that strategies are put into place to address relative weaknesses. Currently, the less effective teaching evident in Years 1 and 2 is being tackled effectively. The advanced skills teacher is spending more time with these classes, but her work is yet to make an impact on attainment. Governors have an outstanding commitment to equal opportunities and ensure that any discrimination is

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tackled rigorously. This is apparent as no groups of pupils underachieve and attainment continues to rise.

Everyone at the school takes the safeguarding of pupils very seriously and procedures are robust. Governors play an active role within the school. They conduct their own audits and prepare their own reports. This results in them asking leaders and managers astute questions about areas of the school's work. The school makes a good contribution to community cohesion within its local area but it has yet to develop such a clear strategy to improve the national and global dimensions in particular. The school is popular with the majority of parents, but leaders are aware that more needs to be done to reach out to groups of parents who do not easily engage with the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children's skills and understanding are often low when they begin school, and many arrive who speak little or no English. An excellent feature of the Nursery is the outstanding support provided for these children. The children who continue to attend the Reception class make exceptional progress. They soon begin to learn the 'Longshaw way' and their progress accelerates. All children settle in quickly into the school because staff have a calm and caring approach that helps the children to feel secure in familiar routines. It is clear that they enjoy school and make huge strides forward in their personal development. They play together well, take turns, share and listen to each other patiently.

Children are encouraged to participate in a wide range of interesting and well planned

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activities. The outdoor area is an exciting place to play and learn. For example, children can make music while others help to wash the playhouse with big sponges, plenty of water and lots of bubbles. There is lots of opportunity for children to practise their language skills during adult-led activities. Consistently good and often outstanding teaching ensures that children learn outstandingly well. Excellent, well-established assessment procedures ensure that every child's needs are met fully. As a result, significant numbers of children are working within the standards expected for their age and attainment is average by the time they enter Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents are positive about the school and the level of disagreement with any of the questions on the questionnaire was low. Relatively few parents made additional comments. Some spoke highly of the particularly good start their children receive in the Nursery. Some spoke very positively about the work of the headteacher. A few said that they thought that behaviour was an issue in the school. Inspection evidence found that behaviour in classrooms and around the school was good, but inspectors agree that during lunchtimes supervision is not always as effective as it could be. This has been drawn to the attention of the school. Very few parents expressed other concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Longshaw Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 336 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	63	20	33	2	3	1	1
The school keeps my child safe	35	57	21	34	3	5	0	0
The school informs me about my child's progress	33	54	26	43	2	3	0	0
My child is making enough progress at this school	27	44	30	49	2	3	1	1
The teaching is good at this school	31	51	29	48	1	1	0	0
The school helps me to support my child's learning	25	41	32	52	1	1	1	1
The school helps my child to have a healthy lifestyle	20	33	38	63	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	34	30	49	1	1	0	0
The school meets my child's particular needs	21	34	30	49	4	7	1	1
The school deals effectively with unacceptable behaviour	19	31	32	52	7	11	2	3
The school takes account of my suggestions and concerns	18	30	37	61	3	5	2	3
The school is led and managed effectively	24	39	31	51	4	7	0	0
Overall, I am happy with my child's experience at this school	30	49	24	39	4	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 November 2009

Dear Pupils

Inspection of Longshaw Primary School, Longshaw Road, Chingford, London E4 6LH

Thank you very much for the hearty welcome you gave us recently when we visited your school. We found you to be courteous, polite and well behaved. You told us about how you like to contribute to what happens in school and your school council does this well. You have all got jobs to do in your classrooms which you carry out happily. You eat healthily and understand why it is important to take regular exercise. Well done!

The school has done well in recent years in national tests; it does better than many schools in the rest of the country. The youngest children do very, very well in the Nursery and Reception classes. We saw lots of good and excellent teaching during our visit and we saw that you learn lots of new things in a short period of time. This is because your teachers do a very good job and take time to plan interesting lessons for you. We were particularly impressed with all your lovely artwork ' some of it was really excellent; well done! Your headteacher, assistant headteachers and governors also do a good job to ensure that Longshaw is a good school.

Even in a good school like yours there are always things to be done. We have asked that your headteacher ensures that those of you in Years 1 and 2 reach higher levels in your Year 2 teacher assessments. We also noticed that you do not have enough computers to help you learn better and that the computer suite is too small. We have asked your school to improve this. Finally, and this is one you can help with, attendance is not good enough because some parents take some of you away on long holidays during your learning time. If you are not in school, you cannot learn. You cannot help it if you are ill, but try to come to school whenever you can.

We wish you all the very best in your school and hope that you continue to enjoy your time at Longshaw.

Yours sincerely

Glynis Bradley-Peat

Lead Inspector

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