

# Inspection of a good school: Longmoor Community Primary School

Hall Lane, Liverpool, Merseyside L9 0EU

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Inspection dates:

2 and 3 July 2024

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Pupils are full of life at this school. They are confident, charming and cheerful. They know that staff look after them well, which helps pupils to feel safe and secure. They get along with each other, behave well and give new people a warm welcome. It is a happy place to be.

The school is ambitious for what pupils should learn. This includes for pupils with special educational needs and/or disabilities (SEND). Pupils achieve well in some subjects. However, the school's aspirations for what pupils will learn in some other subjects have not been fully realised. This is because the school is in the early stages of redeveloping and improving many subject curriculums.

The school organises various opportunities for pupils to develop their talents and follow their interests. For example, the school organises annual drama productions that pupils are excited to perform in. Some classes have learned how to play the clarinet. The school also provides additional tuition for pupils who show a particular aptitude in playing woodwind and brass instruments.

The school arranges different residential visits for every class from Years 2 to 6. Several parents told the inspector that a recent overnight stay had a positive impact on their children's independence at home.

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

The school places a high importance on early reading. It is front and centre of the school's curriculum thinking. Children learn initial sounds in the Nursery class and are prepared well for the school's phonics programme once they start in the Reception Year. Phonics is taught consistently well by trained staff. The school provides sharply focused

additional catch-up support for pupils that need it. Pupils often read books that are matched to their learning needs. Many pupils quickly become confident, able readers.

The school recently completed an initial review of its overarching curriculum. Although the school has a broad and balanced curriculum in place, it has rightly identified that there are some deficiencies in the design and delivery of several subject curriculums, including in the early years. These deficiencies have caused pupils to develop some gaps in their learning in some subjects. That said, pupils do still achieve well in some other subjects.

This year, the school has started a process of overhauling most of its curriculum. It is steadily developing clearer curriculum guidance for teachers. For example, the school is giving greater consideration to the smaller steps of knowledge that pupils should build over time, and by what point. This is so teachers can help pupils to acquire knowledge in a more logical and secure manner than before. However, many of the school's curriculum redevelopments are either at a conceptual stage or have only been introduced during this academic year. It is too early to see the intended impact of curriculum changes on pupils' learning.

The school carries out periodic activities to evaluate how well curriculums are being delivered. In a few subjects, this prompts swift actions to iron out any issues. However, in other subjects, the school's curriculum oversight is not secure. This means that the school, including governors, is not well placed to establish how well these curriculums are being implemented and the impact of these curriculums on pupils' learning. This issue has already proved to be problematic for the school. This is because it has not identified some instances where recent curriculum changes have not been executed well nor when some curriculum content has slipped through the net.

The school often uses appropriate assessment strategies to identify when pupils might need further help with their learning. In some cases, this is done particularly well.

The school has effective systems and procedures in place to identify pupils with SEND early. The school engages well with external partners to provide specialist support for those pupils with more complex SEND.

Children in the early years quickly learn classroom routines and develop positive behaviours for learning. Pupils maintain a positive attitude to their education as they grow older. They fully engage in their lessons and conduct themselves well throughout the day. Many pupils attend school regularly. Where this is not the case, the school helps families by removing some of the barriers that prevent pupils from going to school.

The school provides well for pupils' broader development. For example, pupils learn about global citizenship by exploring concepts, such as fair trade. They are slowly building their knowledge of world religions through regular visits to different places of worship. These experiences are starting to broaden pupils' understanding of other cultures and customs.

Staff recognise the efforts of leaders to improve their workload. They have appreciated the recent changes to the school's assessment policy. Governors play their part in keeping an eye on the well-being of staff by regularly seeking their views. However, they do not

gather the information that they need to assure themselves about the quality of the curriculum. This hinders governors' ability to evaluate the work of leaders so that they can hold leaders to account effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The school is in the early stages of addressing issues with the design and delivery of several subject curriculums, including in the early years. Some of these issues lead to pupils not learning all that they should. The school should complete its work to redevelop its subject curriculums, ensuring that they are designed well. The school should also ensure that teachers have sufficient curriculum guidance on how best to teach content so that they can help pupils to build their knowledge securely over time.
- The school does not have sufficient insight into the implementation of some subjects, including in the early years. This means that the school does not act quickly enough when curriculum content is not delivered well or has slipped through the net. This causes pupils to develop gaps in their learning. The school should ensure that subject curriculums are taught as they are intended. The school should also review how it oversees its subject curriculums so that any issues can be swiftly addressed.
- Governors do not have a secure insight into the quality of the school's curriculum, including in the early years. This means that governors are not well placed to hold leaders to account for the impact of their actions and are not sufficiently informed about how well recent curriculum changes are being implemented. Governors should review how they oversee the work of leaders so that they can be assured that pupils are able to achieve well throughout the curriculum.

## **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 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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.

## 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

<b>Unique reference number</b>	133334
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10348233
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	455
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mark Rea
<b>Headteacher</b>	Mark Garside
<b>Website</b>	<a href="http://www.longmoorcps.co.uk">www.longmoorcps.co.uk</a>
<b>Dates of previous inspection</b>	1 and 2 October 2019

## Information about this school

- The current headteacher and both assistant headteachers have been appointed to their posts since the previous inspection.
- An external provider operates a breakfast and after-school club on the school premises.
- Leaders make use of one registered alternative provision for a small number of pupils.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector conducted deep dives in these subjects: early reading, geography and mathematics. He met with subject leaders and teachers. He visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning. The inspector observed pupils read to a familiar adult.

- The inspector also considered the curriculum and spoke with pupils about their learning in different subjects.
- The inspector talked to staff about their workload and well-being.
- The inspector spoke with a representative of the local authority.
- The inspector met with the leaders who are responsible for pupils' attendance, behaviour and personal development.
- The inspector spoke with pupils about their wider experience of school.
- The inspector looked at a range of policies and documents related to pupils' welfare and education. He observed pupils' behaviour in lessons and around the school.
- 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.
- The inspector took account of the responses to Ofsted's online surveys for staff and pupils.
- The inspector made himself available to parents at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses.

### **Inspection team**

David Spruce, lead inspector

His Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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