

Inspection of Longwood Infant Academy

Wharf Road, Nottingham NG16 6PA

Inspection dates: 28 and 29 November 2023

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

The headteacher of this school is Anne Ingle. This school is part of Flying High Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris Wheatley, and overseen by a board of trustees, chaired by Neil Robinson.

Ofsted has not previously inspected Longwood Infant Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Longwood Community Infant School to be outstanding, before it opened as Longwood Infant Academy as a result of conversion to academy status.

What is it like to attend this school?

Longwood Infant Academy is a vibrant learning community. The school has high expectations of what pupils can achieve and how they should behave. Pupils meet these expectations consistently. Pupils are incredibly positive about the school. A typical comment is that the school is 'fantastic'.

Pupils enjoy learning. They display high levels of engagement in all lessons. Pupils say that teachers help them so that they 'know lots of things.' The school is calm and orderly. Pupils' behaviour is exemplary. They are polite and well mannered. They show respect for each other. Pupils said that they know to be kind and to make friends. As one pupil said, 'We are nice and help people.' Pupils feel safe and well-cared for in school. They know who they can talk to if they have any worries.

At playtimes and lunchtimes, pupils play very well together. Staff organise games so that pupils learn how to socialise and take turns. Pupils have opportunities to contribute to the school. Some pupils are members of 'Pinxton Parliament', others are sports leaders. There is a wide range of after-school clubs that most pupils attend. For example, they go to football, book club, colouring club and tag rugby.

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

The school has used its curriculum principles of 'language rich, experiential, aspirational and purposeful' to design an ambitious curriculum for all pupils. It is well sequenced so that teachers know exactly what pupils should be learning and when. This supports teachers in delivering the curriculum exceptionally well. As a result, all pupils, including those with special educational needs and/or disabilities (SEND), benefit from this aspirational curriculum. They achieve extremely well.

Teachers have strong subject knowledge. They use the 'learning mine' lesson structure to ensure that pupils build on previous learning. For example, in the 'reactivate' part of the lesson, pupils know they 'go down into our memory to dig out our previous knowledge to add to it today'. This helps pupils remember what they have learned. For example, pupils in Year 2 could talk confidently about the equator, continents and oceans.

Teachers present new information clearly. They question pupils well to check understanding. The activities that teachers use precisely match the intended learning. Teachers quickly address any misconceptions so that pupils do not have gaps in learning. As a result, pupils build securely on previous learning and produce high-quality work.

The school has ensured that pupils with SEND have their needs identified well. Teachers get clear information on how to help these pupils. Adults support these pupils exceptionally well so that they can access the curriculum and achieve highly.

Developing pupils' communication and language is at the heart of what the school does. Pupils learn ambitious vocabulary in all parts of the curriculum. The school has prioritised reading. Staff deliver the phonics programme very well. Children in the early years quickly gain the knowledge they need to begin reading. Any pupil that starts to fall behind with their reading gets support. This means that pupils develop the skills and knowledge they need to become confident and fluent readers. Pupils have daily reading lessons and story times. This helps pupils to develop their comprehension skills and a love of reading.

Children in Reception learn in a secure and nurturing environment. They are well cared for. There are clear routines that all children follow. They show high levels of concentration. They can recite many nursery rhymes with confidence. Activities are well planned. They support children in developing their language exceptionally well. For example, children were developing their understanding of positional language through 'The Gruffalo' story. They are well prepared for key stage 1.

Pupils understand the school rules of 'being ready to learn, respectful and safe'. They enjoy getting rewards for meeting the school's expectations. This ensures that pupils are highly motivated to do well. They show resilience and a commitment to learning.

The school has planned exceptionally well for pupils' personal development. Pupils go on trips to the seaside, the zoo, and Nottingham Castle. This gives pupils meaningful experiences that enrich the curriculum. Pupils raise money for charities. They write letters to the local council about issues important to them. They have a secure understanding of fundamental British values and equalities. They know that they should treat everyone equally. The school's work in this area ensures that pupils know how to become good citizens.

Staff appreciate the support they get with workload. They get regular high-quality training. The school works closely with families. Parents appreciate the regular communication they get from the school.

Safeguarding

The arrangements for safeguarding are effective.

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	145329
Local authority	Derbyshire
Inspection number	10254790
Type of school	Infant
School category	Academy converter
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	52
Appropriate authority	Board of trustees
Chair of trust	Neil Wilkinson
CEO of trust	Chris Wheatley
Headteacher	Anne Ingle
Website	www.pvacademies.co.uk
Dates of previous inspection	Not previously inspected

Information about this school

- Longwood Infant Academy converted to become an academy in January 2018.
- The school is part of the Flying High Trust.
- The school works in partnership with other schools as part of Pinxton Village Academies.
- The school does not make use of any alternative provision.
- The headteacher was appointed in September 2021.

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 headteacher and the deputy headteachers.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and visited lessons in some other subjects.
- Inspectors visited registration and assemblies.
- To evaluate the effectiveness of safeguarding, 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 met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses.
- The lead inspector met with the CEO and the director of education of the trust.
- The lead inspector met with those responsible for governance.

Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
Rakesh Patel	His Majesty's Inspector

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