



# Longmoor Primary School

**Address:** Newstead Road, Long Eaton, Nottingham, Nottinghamshire, NG10 4JG

**Unique reference number (URN):** 112585

## Inspection report: 20 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Attendance and behaviour

Expected standard 

Pupils attend school regularly. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Leaders have clear systems and processes in place to review pupils' attendance. Appropriate support is offered when pupils do not arrive at school. Leaders use attendance information to intervene and support all pupils to attend well. As a result, the proportion of pupils who are persistently absent from school has reduced.

Leaders have high expectations of behaviour. These expectations are shared clearly with parents and carers, staff and pupils. Pupils' behaviour across the school is positive. Pupils learn without disruption. They are committed to their learning. Pupils work cooperatively and collaboratively with their peers. Leaders have created a culture where staff support and protect pupils. Relationships between staff and pupils demonstrate kindness, courtesy and respect.

Leaders know and understand their pupils and the context of the school well. Staff benefit from regular training to support a consistent approach to behaviour management. They make appropriate adjustments to support pupils with SEND. Where necessary, pupils receive pastoral support to help them to manage their behaviour responsibly. This ensures that they are ready to learn.

### Curriculum and teaching

Expected standard 

Leaders demonstrate a comprehensive understanding of the quality of teaching across the school. They have secured improvements in the teaching of reading. The teaching of reading is established. It is well sequenced and develops pupils' fluency, confidence and enjoyment. Teachers regularly check what pupils have learned. Any gaps in learning are identified and addressed quickly and effectively.

Extending pupils' language and vocabulary underpins the curriculum. As a result, pupils are developing their communication skills.

Leaders have accurately identified the areas where teaching needs to improve. They have recently introduced a new approach to writing. This is impacting positively on developing grammar and spelling. Pupils are developing their handwriting. However, they do not routinely transfer these skills when writing beyond their handwriting books.

The school's curriculum identifies what pupils will learn. It is well sequenced and builds on what pupils have learned before. Teachers have strong subject knowledge. They teach knowledge clearly and provide clear instructions. Teachers take the time to ensure that pupils understand how their learning builds on what they have already studied. In some classes, teachers check pupils' understanding through effective questioning. However, this is not consistent. As a result, sometimes teaching does not fully meet the needs of all pupils as well as it could.

## Early years

Expected standard 

Leaders work effectively with parents and carers to ensure a smooth transition into school and to promote children's learning and development. For example, they provide guidance to parents about bedtime routines. Parents who provided feedback to inspectors are highly positive about the relationship they have with the school.

The school has ensured that the curriculum identifies the important knowledge that children will need to know and remember. This supports children's learning and progress well from Nursery through to Year 1. Teachers regularly check children's understanding of new concepts. They make the necessary changes needed to support children. This helps children to achieve well and be ready for their next steps in their learning. Children with special educational needs and/or disabilities are identified and assessed swiftly and effectively.

Children start their day in the Nursery by joining in with songs. Children practise what they have learned in early mathematics, for example developing their understanding of numbers when counting. The school ensures that children develop the basic skills of reading, writing and mathematics that they need to be good learners.

Some adult interactions with children are of high quality and develop language and communication well. Leaders recognise the need to continue this work to ensure that all staff engage in high-quality interactions with the children who need this the most.

## Inclusion

Expected standard 

Leaders and staff know and understand the range of barriers pupils face. They work closely with parents and carers and external agencies to support pupils to achieve well. Leaders identify and assess the needs of pupils effectively. They regularly review steps taken to support pupils. Leaders ensure that actions to help pupils with special educational needs and/or disabilities are in place. In most cases, these are precise and help teachers to better meet pupils' needs.

Pupils are supported to overcome the barriers to their learning effectively. Staff work well with pupils. Teachers provide appropriate additional resources to support pupils' learning, for instance when working out number problems. Pupils' progress is carefully monitored. When necessary, pupils are supported to catch up and keep up with their peers. This additional support is also carefully monitored to make sure that pupils achieve well.

Staff know and understand the barriers that disadvantaged pupils face. Leaders use funding to ensure that pupils access the school's enrichment offer and overcome barriers to their learning. Pupils are fully included in the life of the school. For example, they join in with residential trips.

## Leadership and governance

Expected standard 

Leaders, including governors, know the school, the community and pupils well. Leaders identify the right priorities for improvement. They take swift action because they want pupils

to achieve well. They act in pupils' best interests. Leaders have a sharp focus on vulnerable groups to ensure that they learn in line with their peers. They ensure that the needs of pupils with special educational needs and/or disabilities are swiftly identified and assessed. They ensure that staff fully understand the barriers that disadvantaged pupils may face. Leaders monitor the progress of vulnerable pupils closely. They use this information effectively to allocate appropriate support and interventions.

Governors are knowledgeable about their statutory duties and carry them out effectively. They support and challenge school leaders. They are fully aware of the quality and impact of different aspects of the school's work, including the effectiveness of support provided to disadvantaged pupils.

Staff access appropriate training. This helps them to deliver an improved quality of provision. The impact of this training is evident, for example when staff are supporting pupils to manage their behaviour.

Staff appreciate that leaders are mindful of their wellbeing. Leaders ensure that staff's workload is manageable.

Leaders work with other schools within their cluster. They share examples of effective practice to improve their provision.

## **Personal development and wellbeing**

**Expected standard** 

Leaders have ensured that the personal development offer takes into account the context of the school. They provide regular opportunities to reflect on a different school value each half term. The school's personal, social and health education curriculum is sequenced and ensures that pupils revisit learning to deeply embed their knowledge. This curriculum supports pupils to learn to keep themselves safe when working online and when out in the community. Pupils learn how to look after their physical and mental health. Pupils are developing their understanding of the protected characteristics. They appreciate the need to treat all people with respect. Pupils know about the fundamental British values of democracy, the rule of law, individual liberty and mutual respect. Pupils understand how these align with the school's values. However, their knowledge about different cultures, faiths and beliefs is not as consistent.

Leaders ensure that pupils can access the pastoral support that they need. The pastoral offer is effective and tailored to meet the needs of pupils. Leaders responded to pupils' request of an additional 'drop-in session' where they can share any concerns or worries they may have.

Leaders recognise the importance of providing wider opportunities for pupils, in particular outdoor learning. The school offers an array of extra-curricular activities. Leaders ensure that 'Wow' activities, such as trips, visitors in school and residential activities, engage pupils in their learning. The school provides many opportunities to develop pupils' talents and interests. These include sports clubs and musical instrument tuition. Pupils enjoy attending the different activities that help to develop their character. Leaders ensure that all groups of pupils are included. When necessary, leaders ensure that pupils have the additional support needed so that they can participate.

Pupils value their leadership roles. They take them seriously. 'Friendship fixers' know that it is important to support pupils who have had a falling-out. The 'mini leaders' enjoy supporting the younger children to develop their play.

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## Needs attention

### Achievement

Needs attention 

Leaders are taking action to improve the achievement of pupils. However, the impact of this is not evident in some subjects. Over time, pupils do not achieve consistently well in mathematics by the end of key stage 2. Teachers do not have consistently high expectations of how pupils should present their work in mathematics. As a result, pupils do not present their calculations well. This contributes to pupils making errors.

Leaders have taken action to improve reading. Teachers identify gaps in pupils' knowledge and provide appropriate support to help them to catch up. In reading, pupils, including those who are disadvantaged, achieve well at the end of key stage 2.

The school supports pupils well to learn the intended curriculum. Pupils talk about their learning confidently and with enthusiasm. They build on their learning as they progress through the school. Most pupils are ready for the next stage.

## What it's like to be a pupil at this school

Pupils are valued, cared for and supported at Longmoor Primary. At the start of each school day, pupils are welcomed into a calm, nurturing and friendly environment, where they feel that they belong and are safe. Pupils love their school and understand why it is important to attend regularly.

Staff build strong, trusting relationships with pupils and their families. This creates a culture of respect. Pupils are confident that they can share any worries they may have with staff, who will listen and help them. Pupils behave well. They are friendly and polite. Pupils consider incidents of bullying to be rare. When it does happen, teachers help them.

Children get off to a positive start in the early years. They work well together and cooperate happily to learn new things. This spirit of teamwork, friendship and collaboration continues as pupils move through the school. Pupils show genuine care and consideration for each other.

Pupils enjoy choosing from an array of activities at breaktimes, such as disco dancing and team sports. These activities help pupils get on well together at social times. Pupils participate in extra-curricular clubs, including dodgeball, art and boxing. Pupils are proud of their school. They live out the values of respect, kindness and being brave. Pupils talk enthusiastically about their learning. They are not afraid to take risks with their learning. They know that they can learn from their mistakes.

Disadvantaged pupils and those with special educational needs and/or disabilities learn successfully alongside their peers. Pupils enjoy their learning and generally try hard in lessons. However, their achievement in reading, writing and mathematics has been inconsistent over time. In some areas, such as the establishment of early reading, there has been evident progress. However, this is not consistent and there is further work to do in mathematics and developing handwriting.

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## Next steps

- Leaders should further improve the implementation of the handwriting curriculum to ensure that all pupils write fluently and accurately across the curriculum. They should ensure that staff consistently model the correct approach.
  - Leaders should continue their work to improve pupils' achievement, particularly in mathematics, and build on the improvements already made.
  - Leaders should ensure that teachers' use of assessment to check what pupils already know, including through questioning, enables them to make changes to their teaching as necessary.
  - Leaders should further strengthen their work to deepen pupils' understanding of different cultures and knowledge of different faiths to make sure that they are fully prepared for life in modern Britain.
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## About this inspection

The chair of the board of governors in this school is Jane Wright.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher, the assistant headteachers and the special educational needs coordinator. The lead inspector met with the chair and representatives from the governing body and a representative from the local authority. Inspectors spoke to a range of teaching and non-teaching staff and a wide range of pupils throughout the school during the inspection.

The inspectors confirmed the following information about the school:

The school does not make use of alternative provision.

Headteacher: Susan Dainty

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**Lead inspector:**

Donna Chambers, His Majesty's Inspector

**Team inspectors:**

Janis Warren, Ofsted Inspector

Michael Wilson, Ofsted Inspector

Rebecca Thompson, Ofsted Inspector

**Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 20 January 2026

**School and pupil context****Total pupils**

**422**

Above average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

**School capacity**

**458**

Above average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

**Pupils eligible for free school meals (FSM)**

**32.99%**

Close to average

### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### **Pupils with an education, health and care (EHC) plan**

**2.13%**

Close to average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**12.56%**

Close to average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

### **Location deprivation**

**Close to average**

### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

### **Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

## What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	61%	Below
2024/25 (revised)	58%	62%	Close to average
2023/24 (final)	42%	61%	Below
2022/23 (final)	48%	60%	Below

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	74%	Close to average
2024/25 (revised)	82%	75%	Above
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	67%	73%	Close to average

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	63%	72%	Below
<b>2024/25 (revised)</b>	68%	72%	Close to average
<b>2023/24 (final)</b>	61%	72%	Below
<b>2022/23 (final)</b>	58%	71%	Below

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	63%	73%	Below
<b>2024/25 (revised)</b>	67%	74%	Below
<b>2023/24 (final)</b>	62%	73%	Below
<b>2022/23 (final)</b>	62%	73%	Below

### **Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

#### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	43%	46%	Close to average
<b>2024/25 (revised)</b>	56%	47%	Close to average

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	29%	46%	Below
<b>2022/23 (final)</b>	50%	44%	Close to average

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	66%	62%	Close to average
<b>2024/25 (revised)</b>	75%	63%	Above
<b>2023/24 (final)</b>	66%	62%	Close to average
<b>2022/23 (final)</b>	62%	60%	Close to average

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	60%	59%	Close to average
<b>2024/25 (revised)</b>	69%	59%	Close to average
<b>2023/24 (final)</b>	54%	58%	Close to average
<b>2022/23 (final)</b>	62%	58%	Close to average

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	51%	60%	Below
<b>2024/25 (revised)</b>	56%	61%	Close to average
<b>2023/24 (final)</b>	41%	59%	Below
<b>2022/23 (final)</b>	58%	59%	Close to average

## **Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	43%	68%	-25 pp
<b>2024/25 (revised)</b>	56%	69%	-13 pp
<b>2023/24 (final)</b>	29%	67%	-39 pp
<b>2022/23 (final)</b>	50%	66%	-16 pp

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	66%	80%	-13 pp
<b>2024/25 (revised)</b>	75%	81%	-6 pp
<b>2023/24 (final)</b>	66%	80%	-14 pp
<b>2022/23 (final)</b>	62%	78%	-17 pp

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	60%	78%	-18 pp
<b>2024/25 (revised)</b>	69%	78%	-10 pp
<b>2023/24 (final)</b>	54%	78%	-24 pp
<b>2022/23 (final)</b>	62%	77%	-16 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	51%	80%	-29 pp
<b>2024/25 (revised)</b>	56%	81%	-24 pp
<b>2023/24 (final)</b>	41%	79%	-38 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	58%	79%	-21 pp

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	5.6%	5.9%	Close to average

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	13.1%	13.3%	Close to average
2023/24 (3 term)	11.1%	14.6%	Close to average
2022/23 (3 term)	16.9%	16.2%	Close to average

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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