

Longford Park Primary Academy

Address: Clock Tower Road, Longford, Gloucester, Gloucestershire, GL2 9FP

Unique reference number (URN): 143655

Inspection report: 10 February 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

Achievement

Expected standard 

Pupils' achievement across the school's curriculum is broadly secure. A clear sequence of learning and consistent opportunities to revisit prior learning help pupils retain important knowledge. Pupils are increasingly well prepared for their next steps. However, insufficient opportunities and expectations for pupils to apply their knowledge within and across subjects sometimes limit the highest outcomes. More recently, there has been a sharp focus on ensuring that pupils secure their reading, writing and mathematical skills. The impact of this work is particularly evident in pupils' reading fluency and English grammar, punctuation and spelling. Leaders have correctly identified that teachers need to ensure that pupils improve their reading comprehension skills and knowledge in order to consistently work at the nationally expected standard in reading. By the end of key stage 2, most pupils achieve standards that are close to the national average.

Attendance and behaviour

Expected standard 

Leaders' efforts to promote pupils' regular attendance have a positive impact. Morning routines are well established, enabling pupils to feel settled and ready to learn. Staff's visible presence at classroom doors helps to strengthen working relationships with families and supports early identification of emerging concerns. Leaders' relentless tracking and follow up of absence, including for disadvantaged pupils, and their effective engagement with families, contribute to a reduction in persistent absence and to improved attendance patterns over time.

A whole-school culture of consistently high expectations for pupils' behaviour underpins pupils' typically calm, respectful and well-mannered behaviour. Pupils know and follow routines well and contribute positively to the school culture. The school's revised behaviour policy has a measurable impact. Staff teach pupils to recognise and respond appropriately to their feelings. Some pupils require additional support from skilled staff to manage their feelings and actions. This work is successful. As a result, the number of inappropriate behaviour incidents has significantly reduced, demonstrating leaders' effective implementation and oversight of systems that support pupils in behaving well.

Staff know pupils well, care for them and respond supportively. Leaders' no-tolerance approach to bullying and discrimination is reflected in pupils' respectful conduct and positive relationships.

Curriculum and teaching

Expected standard 

The curriculum is broad and increasingly ambitious. There is a clear intent to strengthen pupils' reading, writing and mathematical fluency from the early years upwards. Leaders prioritise early reading effectively. Teachers have a secure knowledge of how to teach pupils phonics. When needed, continued support into key stage 2 ensures that most pupils become secure readers and catch up quickly where needed. Accurate and regular checks of pupils' phonics knowledge, along with appropriate support, strengthen progress in this area of learning.

Curriculum sequencing is generally well considered. For example, mathematics teaching follows a clear progression, enabling pupils to revisit important concepts and embed knowledge over time. For older pupils, structured learning sequences support accuracy. At times, this restricts pupils' ability to apply skills and knowledge automatically and confidently across subjects.

Teachers typically use their subject knowledge and pupils' responses to secure pupils' understanding of the subject. Pupils with special educational needs and/or disabilities are typically well supported by appropriate curriculum and teaching changes to learn the important subject knowledge. Occasionally, these adaptations, including for higher-attaining pupils, are not precise enough to ensure that pupils apply their knowledge and make links between important concepts.

Early years

Expected standard 

The early years curriculum is coherently designed and implemented. It successfully builds children's independence, confidence and early learning habits through warm relationships, clear routines and provision that typically meets needs. Staff interactions with children are purposeful. The development of children's communication and language is prioritised from Nursery onwards. Staff model clear language, check children's understanding and respond to children's interests to extend vocabulary and engagement. Children in Nursery are calm and settled, benefiting from strong routines and early exposure to stories and rhymes, laying firm foundations before moving into the Reception Year. The revised Reception curriculum and provision develop children's early reading, writing and mathematical knowledge well. Staff have secure phonics knowledge. They check that children learn to read and write accurately.

The early years environment is well organised indoors and outdoors to promote exploration and opportunities for children to practise prior knowledge and skills. Specialist resources, thoughtful adaptations and inclusive practice typically ensure that children with special educational needs and/or disabilities access whole-class learning.

Partnership working between staff, parents and carers and other nurseries helps ensure that children's starting points, interests, and needs are well known by staff. More recently, leaders have ensured that teachers' checks of what children know and can do are used to support children's readiness for Year 1 and provide continuity to their learning.

Inclusion

Expected standard 

The school demonstrates a deep commitment to inclusion. Early identification of pupils' needs and thoughtful checks on their development are central to leaders' approach. Staff use professional insight and liaison with parents and carers to understand pupils' barriers to learning and wellbeing. This helps to ensure that provision is generally well matched to need. For example, some pupils with education, health and care plans require bespoke curriculums and carefully considered adaptations to enable them to successfully learn and develop personally, socially and emotionally. Attentive and well-trained staff ensure that disadvantaged pupils and those with special educational needs and/or disabilities participate meaningfully in school life.

Pupils with barriers to learning are fully included in lessons. They receive specific support to help accelerate their progress and catch up with their peers, for example through a targeted speech and language programme. Teaching and learning adaptations, such as in mathematics, are increasingly effective. Pupils who speak English as an additional language, though few, make rapid progress in phonics in line with their peers.

Leaders check that their efforts to make their school inclusive are effective. For example, they review the impact of additional funding for disadvantaged pupils. They are currently changing how class teachers work with parents to improve children's individual support plans.

Leadership and governance

Expected standard 

Leadership and governance are effective and increasingly influential in bringing about positive change and improvements for pupils. School and trust leaders have an accurate understanding of the school's strengths and areas for development. They use this insight to plan high-quality, bespoke staff professional development that is well matched to need. This ensures that staff typically have the secure subject knowledge required to teach effectively. Frequent reviews of the impact of leaders' work inform appropriate school improvement next steps. For example, leaders are in the process of considering how best to support and enhance the special educational needs coordinator's resourcing and impact.

Leaders ensure that the school's work meets statutory duties, such as the care and consideration for children's welfare and safety in the early years. Their decision-making consistently serves the best interests of pupils, as reflected in the positive culture and working relationships noted by parents and carers. During the inspection, parental responses highlight warm relationships and a positive culture. Staff feel well supported by leaders who listen, work alongside them and promote professional growth. Workload and wellbeing are managed effectively, contributing to a staff team that feels valued and proud to work at the school.

Personal development and wellbeing

Expected standard 

The school's leaders and staff demonstrate a clear commitment to promoting pupils' personal development and wellbeing. Consistently warm relationships between staff and pupils help to strengthen pupils' confidence, engagement and sense of safety. Staff know pupils and their families well. They ensure that pastoral support for pupils is timely and responsive to need. This support significantly improves pupils' learning and contributes to their positive conduct and pride in their school.

Pupils benefit from a wide range of curricular and extra-curricular experiences that extend their interests and talents, particularly in sport. Disadvantaged pupils are supported to access all opportunities, including clubs and leadership roles. Leaders make sure all pupils have the same opportunities and work with the school parliament to increase participation in these activities. The school's outdoor learning programme adds further richness and enjoyment for pupils.

The school's personal, social, health and economic education curriculum is well structured and age-appropriate. It helps pupils understand how to keep themselves physically and

mentally healthy and embed safeguarding messages across the curriculum. Pupils can recall the school values and increasingly use the school's 'dragons' to understand their feelings. Leaders have carefully planned meaningful opportunities for pupils to positively contribute to their local community. This strengthens pupils' knowledge of how they can make a difference to other people's lives. Pupils' personal development and understanding of fundamental British values is further promoted through assemblies, visitors to the school and educational visits. For example, pupils visit places of worship and attend writing workshops with published authors. As a result, pupils appreciate cultural diversity, understand democratic principles and develop respectful attitudes towards others.

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

Pupils attend a school where relationships are warm, routines are clear and expectations are high. From the moment they arrive in the morning, staff greet pupils positively, helping them to feel settled, safe and ready to learn. Pupils describe their school as friendly and welcoming. Bullying is not tolerated and pupils are confident that staff will help them if they have any worries. Pupils appreciate the care and support they receive from staff. Parents and carers value that their children are well known, happy and safe in school.

Most pupils attend school regularly. Families who require additional support to ensure that their children attend school as often as possible are given appropriate and bespoke help and guidance. This work with families is having a positive impact.

Pupils' behaviour in and around the school is typically calm and respectful. They understand the school's expectations and follow routines. Breaktimes are well supervised and pupils enjoy playing together. They take pride in their leadership roles, such as those of eco-councillors and library monitors. Pupils contribute responsibly to the school community.

Pupils benefit from a broad curriculum and a wide range of experiences, including sporting opportunities, educational visits and outdoor learning. Disadvantaged pupils are supported to access the full range of opportunities. These experiences enrich pupils' learning and help bring the curriculum to life.

There is a sharp focus on pupils securing their knowledge of speaking and listening, reading, writing, and mathematics. Staff in the early years ensure all pupils have purposeful opportunities to develop their communication and language skills. Leaders prioritise pupils learning to read. Most pupils become fluent and confident readers. Pupils with special educational needs and/or disabilities typically benefit from thoughtful curriculum and teaching adjustments. They learn the same curriculum as their peers and make progress over time. Pupils are increasingly well prepared for the next stage of education.

Next steps

- Leaders need to support staff to ensure they refine their use of assessment information to make appropriate adaptations that secure and deepen pupils' curriculum knowledge,

make connections between important concepts and enable pupils to apply their knowledge independently.

About this inspection

This school is part of Gloucestershire Learning Alliance, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Claire Savory, and overseen by a board of trustees, chaired by Adam Lewis.

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, other senior leaders, the director of education, CEO, chair of trustees, staff and pupils.

Inspectors also confirmed the following information about the school:

The school runs a nursery provision for 2- and 3-year-olds.

The school does not currently use alternative provision.

The school has undergone a significant change since its last inspection, with the appointment of the current headteacher in 2024.

Headteacher: Andrea Preedy

Lead inspector:

Marie Thomas, His Majesty's Inspector

Team inspectors:

Hester Millsop, Ofsted Inspector

Heather Simpson, 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 10 February 2026

School and pupil context

Total pupils

263

Close to 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

210

Below 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)

13.27%

Below 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

3.42%

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

13.31%

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)

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	64%	61%	Close to average
2024/25 (revised)	71%	62%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	61%	61%	Close to average
2022/23 (final)	53%	60%	Close to average

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	68%	74%	Below
2024/25 (revised)	67%	75%	Below
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	53%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25 (revised)	75%	72%	Close to average
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	60%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	73%	Close to average
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	53%	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.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	46%	Close to average
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

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

Year	This school	National average	Compared with national average
Latest 3 year average	54%	62%	Below
2024/25 (revised)	S	63%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

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

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

Disadvantaged pupils reaching the expected standard in mathematics

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

Year	This school	National average	Compared with national average
Latest 3 year average	46%	60%	Below
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	68%	-21 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	80%	-26 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	78%	-16 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	80%	-34 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	5.9%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	4.3%	5.9%	Below

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)	12.5%	13.3%	Close to average
2023/24 (3 term)	12.3%	14.6%	Close to average
2022/23 (3 term)	9.9%	16.2%	Below

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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