

Longhill Primary School

Shannon Road, Longhill Estate, Hull, HU8 9RW

Inspection dates

11–12 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. Since the last inspection, senior leaders have accelerated the progress of many pupils, including those known to be eligible for free school meals, and have successfully maintained good levels of achievement overall.
- Most children start in the Nursery class with levels of understanding and knowledge well below those expected for their age group. Pupils leave Year 6 with standards close to those expected nationally. This represents good progress for all groups.
- Teaching is good because teachers use data well to plan what pupils need to learn next. Teachers understand the needs of pupils well and provide exciting and fun opportunities to learn.
- Pupils' behaviour is outstanding both inside and outside the classroom. Pupils show excellent attitudes towards staff, one another and visitors. They say that school is a very safe place to which they enjoy coming to learn. This is clearly reflected in the continuous improvement in their attendance.
- School leaders and managers form a cohesive team which has brought about much change since the last inspection, including an improvement in pupils' achievement in English. Their continued commitment to improving pupils' achievement shows their ability to make the school a better place in the future.

It is not yet an outstanding school because

- Pupils do not always achieve as well in mathematics as they do in reading and writing.
- The quality of teaching in Year 1 is not as good as in other year groups of the school because the work planned by teachers does not always meet the needs of all pupils.
- Marking does not always give pupils enough guidance on how to improve their work.
- Governors have not yet undertaken sufficient training to hold senior leaders to account in improving the achievement of pupils.

Information about this inspection

- Inspectors observed 22 lessons and parts of lessons taught by 12 teachers. Joint lesson observations were undertaken with the headteacher and two deputy headteachers. The inspection team also listened to pupils read from Years 1, 2, 4 and 6 and examined the quality of work in the books of pupils from across the school.
- The inspection team held meetings and had discussions with pupils, senior leaders, members of the school staff, four members of the governing body and spoke by telephone to a representative from the local authority.
- The inspection team had informal discussions with 38 parents at the start of the school day. They also took into account the views of 11 parents who completed the online questionnaire (Parents' View).
- The 26 members of staff also made their views known to the inspection team.
- The inspection team studied health and safety documentation, teachers' curriculum planning, documents relating to the procedures to check the performance of staff and the school's system for checking pupils' progress.

Inspection team

Marian Thomas, Lead inspector	Additional Inspector
Kim Bower	Additional Inspector
Peter Marsh	Additional Inspector

Full report

Information about this school

- Longhill Primary School is a larger-than-average primary school.
- The vast majority of pupils are of White British heritage with a small number from other ethnic backgrounds.
- A much greater than average proportion of pupils is eligible for the pupil premium (which provides additional funding for pupils known to be eligible for free school meals, those in the care of the local authority and those from service families).
- There is a larger than average number of pupils with special educational needs who are supported through school action.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also higher than the national average.
- The school meets the current floor standards set by the government for pupils' attainment and progress.
- Since the last inspection, the on-site children's centre has ceased to be managed by the school.
- The school has recently received several awards and accreditations, including an updated Healthy Schools award and a Junior Rock Challenge award.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - improving the quality of planning for learning in Year 1 so that activities match the needs of all pupils
 - ensuring the marking of pupils' books gives sufficient guidance to pupils on how to improve their work.
- Improve attainment in mathematics so that it matches that in English by ensuring that teachers have sufficient skills and confidence to teach mathematics appropriately to all ability groups.
- Increase training opportunities for governors so that they become more familiar with how to analyse school data and are better prepared to offer a more effective challenge to senior leaders.

Inspection judgements

The achievement of pupils

is good

- Most children start school with skills that are below those expected for their age. The vast majority end Year 6 with attainment that is broadly in line with that expected nationally in English and mathematics. This represents good achievement overall.
- However, last year, pupils' attainment at the end of Year 6 was lower than in previous years due to the specific characteristics of this group of pupils. Even so, while attainment was lower than seen nationally, the vast majority made expected and, in some cases, better than expected progress.
- Currently, Year 6 pupils are making good and better progress. As a result, they are on course to reverse last year's trend and attainment is set to rise.
- Almost all children who join the Nursery start with levels of social, language and numeracy development well below those expected for their age. From these very low starting points, the vast majority leave the Early Years Foundation Stage with skills and knowledge closer to, but a little below, those expected nationally. This good and often outstanding progress is because of the good teaching children receive and the wide range of interesting activities provided. This prepares them well for Key Stage 1.
- Overall attainment in mathematics is currently slightly weaker than in reading or writing across the school. This is because teachers are not always as confident at teaching mathematical skills. School leaders recognise this and have introduced a whole-school approach to teaching mathematics. However, the impact of this has yet to be reflected consistently in pupils' achievement.
- Pupils clearly enjoy reading and the school's focus on developing boys' interest in books has developed their reading skills well. Enabling a group of boys to take charge of the library has developed this interest further and a comment made by one emphasised this well, 'At this school we choose our own books for the library instead of them being chosen for us. This means I read a lot.'
- The majority of pupils who attend the school are known to be eligible for free school meals. In the national tests at the end of Year 6 in 2012, this group attained standards close to those expected nationally and similar to those of other pupils in the school. Current tracking information shows attainment for this group is continuing to improve and the gap is closing between these pupils' attainment in English and mathematics and that of other groups.
- Attainment in this group has improved because school leaders have been effective in their use of the pupil premium funding to support pupils. For example, school has put in place a reading programme, delivered by a teacher, which has accelerated their progress.
- The vast majority of disabled pupils and those with special educational needs make good progress in English and mathematics. This is because the school is good at identifying and providing for their extra needs.
- Parents agree that the school values all its pupils equally. As a result, the small numbers of pupils who are from other ethnic groups make equally good progress because their cultural and language needs are well met.

The quality of teaching

is good

- Progress seen in pupils' books and lessons observed during the inspection confirm that teaching is good overall. However, teaching observed in Year 1 classes requires improvement. This is because work planned does not meet the needs of all pupils and, as a result, some make less progress than that of which they are capable.
- In many lessons, teachers make learning fun and pupils clearly enjoy a range of exciting experiences. For example, pupils regularly have visits from a range of authors and have access to their own on-site television studio. These excellent opportunities to learn a range of skills first-

hand have accelerated pupils' progress in English and in information and communication technology (ICT).

- The close working partnerships between teachers and support staff are evident across the school. This leads to good quality provision for all pupils and particularly for disabled pupils and those with special educational needs, whose additional needs are well supported in classrooms. As a result, all groups make good progress.
- Teachers are good at using information about how well pupils are doing to plan future lessons. However, whereas they mark pupils' books regularly, guidance provided on how to improve work to the next level is not consistently good and pupils are not always clear about the next steps they need to take to make their work better.
- Parents feel that the Reception and Nursery classes give their children a good start at school. One parent's comment summed up the feelings of many, 'My child loves coming to school. He can't wait to get here in the morning.' Children can choose from a wide range of activities both in the outdoor area and in the classroom, and teaching is lively and interesting.
- An example of this could be seen when a Reception class set off on a 'Gruffalo' hunt, complete with hand-held ICT devices to photograph the animals they met on the way. Staff led the hunt around the school grounds and challenged children's thinking and recall of the story well by asking which animal they could expect to find next. Children clearly enjoyed the experience enormously as was evident from their squeals of delight each time an animal was found. Their confident use of camera equipment demonstrated their good levels of ICT skills.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding both inside and outside the classroom. Their excellent behaviour in lessons ensures learning proceeds without interruption. School is an exceptionally harmonious place where pupils all feel valued and cared for. Incidents of bad behaviour are rare and are dealt with effectively by staff.
- Pupils clearly love coming to school and really value being members of the school community. Those spoken to during the inspection said that pupils all felt listened to and that their views mattered. An example of this could be seen in changes made to the dining hall which now includes a carpeted area and café-style seats, which were installed at the request of pupils. This change demonstrates well the strength of pupils' contribution towards school improvements.
- Pupils are very clear about how to stay safe and are aware of the different forms bullying can take. They feel this is due in part to the reminders of what constitutes bullying behaviour on display in school but also, and particularly, to the high quality of advice and guidance given by staff; for example, through messages in the internet safety policy delivered in ICT lessons.
- Pupils' attendance and punctuality are a constant focus for parents, pupils and staff. Parents spoken to during the inspection gave examples of how upset their children became if they missed a day at school or were late. This is largely due to the consistent approach taken by all staff and the importance given to attendance throughout the school. Pupils from the Nursery upwards recognise themselves how important it is to come to school and, as a result, attendance is above the national average for primary schools.

The leadership and management are good

- The headteacher, supported by the two deputy headteachers, has a very clear vision of what makes the school successful. Together and with support from the governing body, they have continued to maintain and build upon the school's performance since the previous inspection. Consequently, the school has sustained its good level of provision overall.
- Since the previous inspection, a key focus for senior leaders and staff has been to ensure that all the areas identified in the previous inspection report as in need of improvement have been successfully tackled. As a result of this determined approach, pupils' achievement in English has improved and the school's middle managers now play a more active part in bringing about

school improvement. This success clearly demonstrates the ability of school staff to bring about further improvement.

- Performance targets for staff link directly to pupils' achievement and the school's development plan. Checks on the performance of staff are undertaken rigorously and the headteacher uses this information to make decisions on teachers' pay.
- The good quality of teaching has been maintained since the last inspection. This is because senior leaders robustly monitor teaching across the school and take effective action through the management of staff performance to improve areas of weakness. Despite this, in a small number of classes, further improvement is needed if teaching overall is to become outstanding.
- The school's curriculum is exciting and offers pupils of all abilities a wide range of experiences. This increases their knowledge and understanding of the world outside their home city. For example, a residential visit undertaken by Year 6 pupils to an Outward Bound centre was described as 'really good fun' by one pupil who added, 'because I did things with my friends I didn't think I could do before.' These experiences increase pupils' spiritual, moral, social and cultural understanding well.
- The local authority has high regard for the abilities of the school's senior leadership team and has often, in the past, worked closely with the school when trialling new initiatives. Apart from these trials, the local authority has offered the school a light-touch level of support since the last inspection.

■ **The governance of the school:**

- Since the last inspection, a new Chair of the Governing Body has been appointed. This new appointment has contributed well to the broad range of skills and experience within the governing body. Although governors have completed some training and have recently taken a more active role in supporting and challenging the school, they have not undertaken sufficient training in analysis of school data. As a result, they are not yet all able to offer school leaders sufficient challenge on some aspects of pupils' performance. In partnership with senior leaders, governors have developed an effective system of checking the performance of all staff which rewards good teaching and addresses any underperformance. Their careful and measured approach to the management of the pupil premium has enabled them to give valuable support to pupils eligible for this funding and to increase their levels of attainment and progress. Safeguarding procedures and policies within school are undertaken to a very high standard. The health and safety committee carries out regular inspections and has ensured that safeguarding procedures meet current requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117800
Local authority	Kingston upon Hull
Inspection number	412310

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	308
Appropriate authority	The governing body
Chair	Adrian Lockyear
Headteacher	Christine Jennings
Date of previous school inspection	11 March 2010
Telephone number	01482 814160
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