

CfBT Inspection Services
Suite 22
West Lancs Investment
Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 123 1231

Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566937

Direct F 01695 729320

Direct email: jsimmons@cfbt.com



3 March 2015

Mrs Jan Elcock
Headteacher
Selby, Longman's Hill Community Primary School
Myrtle Avenue
Brayton
Selby
North Yorkshire
YO8 9BG

Dear Mrs Elcock

Requires improvement: monitoring inspection visit to Selby, Longman's Hill Community Primary School, North Yorkshire

Following my visit to your school on 2 March 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Evidence

During the inspection, meetings were held with the headteacher, the Chair of the Governing Body and one other governor, a group of pupils and a representative of the local authority. I evaluated a range of documentation including the school and local authority improvement plans, minutes of meetings and the school's most recent pupil progress and achievement information. I undertook a learning walk with the headteacher that included a number of short visits to lessons. In addition, I met briefly with the staff during the morning break.

Context

Since the section 5 inspection that took place in November 2014, two teachers have left and two teachers have joined the school.

Main findings

The headteacher has a clear vision for the school. The drive and determination to bring about improvement for pupils was palpable throughout the school and in the discussions held with pupils and governors. Expectations of what pupils can achieve are rising.

Strategies for improvement are carefully considered and implemented through decisive actions. Monitoring of the school's work, through observations of the quality of teaching and learning and scrutinies of pupils' work in their books for instance, is undertaken routinely and rigorously. Reviews and evaluation of the impact of actions implemented so far are realistic, reflective and demonstrate that improvement is being sustained at a brisk pace.

Across the school a number of new approaches have been introduced to improve the quality of teaching and raise pupils' achievement. There are early indications, through the school's performance management systems, that these are beginning to prove effective. For instance, school tracking data, observations and scrutiny of learning journals shows that recent changes to the staffing, resources and curriculum in the early years are bringing about improvements in children's learning and progress in Reception.

Changes to the behaviour policy and to the system of rewards and sanctions are having a positive impact on attitudes to learning and are proving very popular with pupils. Pupils' feedback is clear: learning activities are more interesting, provide the right level of challenge, encourage them to take more responsibility for their own learning, and give them more opportunities to work together and help each other.

Governors are provided with regular and detailed information from school leaders. A revised committee structure and frequent visits to school ensure governors have a clear understanding of what is going on. An external review of the use of pupil premium funding has been completed. The findings of the review have resulted in the swift implementation of a number of appropriate actions that are enabling governors to monitor the impact of this aspect of the school's work more rigorously.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The advice and support being provided by the local authority is helping school leaders to tackle specific priorities such as personnel issues and training and development needs. For example, joint training for teachers and teaching assistants

has led to more sharply targeted learning support to tackle underachievement. Training for governors has provided them with the skills needed to understand national and school pupil performance information in order to ask the right questions about learning and achievement and to challenge and support school leaders effectively. Membership of the Selby Town Cluster of schools and the Selby Learning Alliance is making a significant contribution to the school's improvement, most notably through joint moderation of pupils' work and the sharing of best practice and professional development opportunities.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for North Yorkshire and as below.

Yours sincerely

Wendy Ripley

Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – including where the school is an academy
- Contractor providing support services on behalf of the local authority - where appropriate
- The Education Funding Agency (EFA) if the school has a sixth form
- Diocese – for voluntary aided and voluntary controlled schools
- The person or body responsible for appointing foundation governors if the school has a foundation
- For academies [CausingConcern.SCHOOLS@education.gsi.gov.uk]
- For free schools, UTCs and studio schools [open.FREESCHOOLS@education.gsi.gov.uk]
- The Education Funding Agency (EFA) if the school is a non-maintained special school [hns.efa@education.gsi.gov.uk]