

Longroyde Primary School

Longroyde Road, Rastrick, Brighouse, West Yorkshire HD6 3AS

Inspection dates

9–10 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Since the merger of the former junior and infant schools, the headteacher has provided inspirational and sensitive leadership. He has established an ethos underpinned by inclusion and high aspirations. Consequently, staff and pupils alike endeavour to achieve their best.
- Senior leaders have raised the quality of teaching and assessment to improve pupils' progress in reading, writing and mathematics across all key stages.
- The added capacity of middle leaders is increasing the pace of improvement, particularly in reading and mathematics.
- Teachers plan a broad range of interesting educational experiences for pupils. They benefit greatly from the specialist teaching they receive in music, computing and physical education (PE).
- Sometimes, the most able pupils do not develop a deep enough understanding in some subjects because learning activities lack challenge.
- Leaders are taking steps to make sure that the quality of teaching improves further. They know that the new approaches to the teaching of writing, for example, still need to be fully embedded across the school.
- Support for pupils' personal development and welfare is outstanding. Pupils' social, moral, spiritual and cultural development is a strength. Behaviour is good and pupils feel safe.
- Vulnerable pupils and those with special educational needs and/or disabilities (SEND) make good progress from their starting points.
- Teaching in early years has improved considerably. Children, including two-year-olds, make good progress. Sometimes, children need more help when developing their ideas through outdoor play.
- Governors provide effective challenge and support for the headteacher. They have a thorough knowledge of the school and are highly committed to school improvement.
- Pupils are proud to take on responsibilities and have a say in how things are done in the school. Their enjoyment in learning is reflected by their above-average attendance.
- Safeguarding takes a very high priority. Staff ensure that pupils are kept safe. Pupils say that they feel safe and well cared for in school.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment, so that pupils' outcomes continue to rise, by ensuring that:
 - the new approach to the teaching of writing is fully embedded to increase the proportion of pupils working at greater depth
 - plans to provide pupils, particularly the most able, with more challenging work to deepen their understanding, are successfully implemented across all subjects.
- Improve leadership and management by further strengthening curriculum planning and provision so that pupils' knowledge and skills are deepened across a wide range of subjects
- Further improve children's outcomes in the early years, by ensuring that their learning is deepened effectively when they choose outdoor activities.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher is a specialist leader of education for teaching and learning with a specialism in music. His excellent subject knowledge has enabled him to gain recognition for the school's music provision. Moreover, he is the driving force of improvement across all aspects of the school's work.
- The positive vision and ambition of the headteacher, senior leaders and governors are highly valued by staff and parents. Leaders have successfully created a strong sense of belonging, teamwork and pride among all staff, across both school sites. Teachers regularly engage in discussion about the impact of their work on pupils' progress to secure the effective transition from the end of Year 2 into key stage 2.
- The social, moral, spiritual and cultural development and success of every pupil are at the heart of all the school does and this is reflected in the school's values, 'Everybody valued, Everyone achieves.' Consequently, the quality of teaching, learning and pupils' outcomes continue to improve. In leading by example, senior leaders have created a cohesive team. Staff clearly understand their roles, responsibilities and lines of accountability. They also value and benefit from the training and support provided by leaders and specialist partners.
- Leaders and governors have an accurate and incisive view of the school's strengths and areas of development. They have rightly identified that there is further work required, for example to improve the teaching of writing so that pupils develop fluency and accuracy in their writing across a range of subjects.
- Leadership of reading and mathematics is effective. Leaders are knowledgeable about their areas of responsibility. Their plans for improvement are having a positive impact. In mathematics, a greater focus on reasoning and problem-solving has improved the progress pupils are making. Leaders identified weaknesses in the teaching of reading and have introduced successful initiatives and a range of high-quality texts to encourage a love of reading. As a result, current pupils are making strong progress.
- Leaders of foundation subjects use their specialist skills and training well to monitor the quality of teaching in these areas. They effectively support their colleagues and they know the strengths and areas for development in their respective specialism. However, pupils are not always given the opportunity to build on and deepen their knowledge in some subjects. This limits pupils' achievement across the curriculum.
- Middle leaders have identified that there is insufficient challenge for the most able pupils across the wider curriculum. Leaders have already begun to review the curriculum to increase the depth of study, and level of challenge, from September.
- Pupils with SEND and those who are disadvantaged receive precisely targeted support. Support for vulnerable pupils is sensitive and timely, particularly that provided by the skilled learning mentor. Additional funding is used effectively to support their academic, emotional and physical well-being. These groups of pupils make strong overall progress, they have positive attitudes to learning and their attendance is good.
- Leaders use the primary physical education (PE) and sport premium judiciously to ensure that all pupils are encouraged to be active and take part in many sporting

activities. Pupils have an increasing range of sporting activities, including opportunities to compete in competitive sport. Staff benefit from expert teaching and coaching, for example to enable them to provide specialist tennis lessons.

- Leaders make sure that pupils are well aware of fundamental British values and understand the importance of tolerance and respect for other people's faiths, beliefs and lifestyles from an early age. The promotion of social, moral, spiritual and cultural development is a strength of the school because leaders are keen to ensure that pupils have ample opportunities to broaden their horizons and celebrate diversity. This is enriched with visitors, visits and presentations such as the annual creative arts evening.
- Both pupils and parents greatly value the range of opportunities the school offers. Their comments indicate clearly that these contribute to pupils' achievements and to the popularity of the school in the community.
- Parents spoken with during this inspection, and the vast majority who responded to the Ofsted online questionnaire, Parent View, were supportive of the school. They are appreciative of how staff ensure that their children are safe, happy and ready to learn. They value the kindness, care and understanding shown by staff. One parent commented, 'It's a lovely school where the headteacher appears to know all students by name. I have already recommended this school to local friends,' and another said, 'Staff care about your child.'

Governance of the school

- Governors are long serving and effective. They provide valuable strategic support to the headteacher, particularly effective during the significant changes to the organisation and staffing of the school.
- Governors have a clear understanding of the school's strengths and weaknesses, so they know the issues to be tackled. They provide a good balance of support and challenge to school leaders. They use information gathered through regular visits to school, as well as that from reports provided by leaders, to ask pertinent questions in order to bring about improvements.
- Members of the governing body have a range of suitable expertise. They understand the responsibility they hold and show a high level of commitment in fulfilling their roles. They have high expectations for pupils' outcomes, particularly those who are disadvantaged, and are ambitious for pupils' personal and academic achievements.

Safeguarding

- The arrangements for safeguarding are effective.
- All statutory policies are in place and leaders diligently check that staff have read and understood them. Inspectors' discussions with staff and governors confirmed that adults involved with the school know how to keep pupils safe and what to do if they have any concerns.
- Leaders work tenaciously with external agencies when there are any concerns for pupils' welfare. They ensure that staff are actively involved in multi-agency meetings about the most vulnerable pupils. This means that pupils' individual needs are met effectively.

- Governors support this work by checking leaders' actions and ensuring that their own knowledge is up to date by accessing relevant and regular training.
- Strong relationships exist between pupils and staff. All staff are vigilant about any changes in pupils' behaviour which could indicate a concern. Pupils who spoke to inspectors said that they feel safe in school and that they trust the adults to support them with any worries they may have. Parents expressed their admiration of the headteacher who is present at each site to greet them and their children each day.
- Staff, particularly the highly effective learning mentor, have built strong relationships with pupils and families whose circumstances make them vulnerable. As a result, parents and carers engage well with the school and communication is strong. The tailored support for families provided by the school is effective and has led to further improvements in the attendance and outcomes and well-being of these pupils.

Quality of teaching, learning and assessment

Good

- Leaders have an accurate understanding of the quality of teaching and learning across the school. A comprehensive programme of monitoring and feedback has improved teaching swiftly. The use of subject specialists and joint planning across year groups has been successful in rapidly improving outcomes, particularly in reading and mathematics.
- Teachers use high-quality texts linked to topic themes which engage pupils in their learning. For example, Year 1 pupils demonstrated good speaking and listening skills and a developing vocabulary when they discussed 'The Lighthouse Keeper's Lunch'. The teacher provided an example which pupils thoughtfully turned into a descriptive sentence. They made accurate use of conjunctions, as in one example: 'He didn't like it because the mustard was very spicy.'
- Pupils show a love of books. They enjoy reading a range of books and completing competitive quizzes during their special reading time. The teaching of phonics is effective as younger pupils use their knowledge of phonics to support them when reading unfamiliar words. The most able pupils read confidently, fluently and with good expression. Year 6 pupils were able to explain how they used inference skills following the teacher's effective modelling of complex inference from the text.
- The teaching of writing is improving, particularly in key stage 2. Learning is now sequenced systematically so that pupils improve their spelling, punctuation and grammar to create extended pieces of writing. However, some pupils, particularly in upper key stage 2, continue to repeat basic errors which affects the quality of their writing.
- Classroom display boards and well-designed resources are used well to provide extended word lists and keep specific features of grammar fresh in pupils' minds. Pupils often carefully select complex vocabulary to use in their persuasive writing and they produce work of a high standard.
- The teaching of mathematics is strong. This is due to high-quality professional development. Teachers ensure that pupils gain number fluency over time and have a range of resources to help them understand how to tackle mathematical calculations.
- Opportunities to use and apply reasoning and problem-solving skills are becoming

embedded in almost all year groups. This approach to teaching mathematics has developed well over the past two years and is enabling current pupils to make stronger progress. For example, Year 2 pupils showed how they learned the importance of measuring accurately from the teacher's practical example. Pupils who found it difficult were questioned skilfully by the teaching assistant, who adapted the task carefully to address misconceptions. Pupils were encouraged to think deeply and the most able pupils solved meaningful and challenging problems that met their learning needs well.

- Teachers plan a broad range of interesting topics, visits and guest speakers to enhance pupils' learning in a range of subjects. Pupils benefit greatly from the use of high-quality resources and specialist teaching in music, computing and PE where teachers check pupils' understanding carefully to enable them to gain complex skills.
- However, on occasion, teachers do not probe pupils' thinking or question them well enough to deepen their understanding of different subjects. In some instances, during lessons, this hampers progress as pupils do not have the opportunity to correct misconceptions in their knowledge over time. The most able pupils do not usually move on to applying their knowledge and skills in a range of different ways to deepen their understanding in all subjects sufficiently.
- Pupils with SEND make good progress in their learning. This is because teachers ensure that the additional support that pupils receive is matched to their abilities. Additional interventions are delivered by skilled teaching assistants, who use questioning effectively to check pupils' learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Leaders have ensured that a calm environment exists on both school sites that motivates pupils to be successful in their learning.
- Pupils value and are proud of the many opportunities they are given to experience responsibility from an early age. Year 1 pupils display with pride the letter they received from Buckingham Palace, thanking them for their beautiful birthday cards and letter to the Queen.
- Pupils learn about the democratic process, through electing members of both key stage 1 and key stage 2 school councils, behaviour ambassadors and reading ambassadors. Through these roles pupils play an active part in school life.
- Pupils are developing a good understanding of different faiths and beliefs such as Humanism, Sikhism, Hinduism, Christianity and Islam, through the curriculum and assemblies. Pupils talk confidently about equality and diversity. They value differences and demonstrate tolerance well. This is reflected in the very few incidents of racist or derogatory language. Pupils are well prepared for life in modern Britain.
- Leaders make sure that pupils learn how to keep healthy and safe. Pupils learn about the importance of personal hygiene, through carefully planned lessons and assemblies. The daily mile and Zumba sessions encourage pupils and staff to participate in exercise and dance. As a result, they are encouraged to lead healthy lifestyles.

- Pupils told inspectors that they feel safe in the school. Staff and parents share this view and are confident that pupils are safe. Pupils learn about internet safety and have a thorough understanding of what to do if they see anything that concerns them online. Parents are provided with extensive guidance regarding online safety to enable them to understand the dangers of social media and online gaming.
- A broad range of topics provides pupils with high-quality learning experiences. This includes a wide variety of extra-curricular clubs and activities, including the opportunity to learn a musical instrument and join the choirs. Relationships between adults and pupils are highly positive. Adults know the pupils well and help them to develop as confident learners.
- The reading mentor is instrumental in educating staff and pupils about environmental issues. Everyone in school responds well to the successful recycling scheme. As part of their sea life topic, pupils in key stage 1 created a powerful display using knitted sea creatures to demonstrate the impact of single-use plastics on the well-being of marine life.

Behaviour

- The behaviour of pupils is good.
- Pupils who attend the breakfast and after-school clubs on each school site begin and end their day in a positive way. These clubs provide a safe and nurturing environment that supports pupils' social development. They are valued by parents and pupils alike.
- Pupils are confident, pleasant and well mannered. They are polite and respectful and look after one another. They feel that even though this is a large school, everyone knows each other and it's easy to make good friends. A Year 2 council member told an inspector that if anyone was left out at playtime, it was the job of the school council to include them.
- In lessons, pupils are usually attentive and follow instructions carefully. Most are eager to respond to questions and readily engage in discussion. When asked, pupils said that behaviour in lessons is usually good, but one or two pupils can spoil it by shouting out or misbehaving.
- Throughout the inspection, pupils' conduct around school was mature and sensible. Pupils demonstrate respect towards each other and adults. Pupils have a mature understanding of what bullying is. They say that bullying rarely occurs but is dealt with quickly if it does. The school's information, as well as views of parents, confirms this.
- Pupils' attendance is above average when compared with similar schools. The school has maintained a focus on raising attendance through developing partnerships with parents.

Outcomes for pupils

Good

- Work in pupils' books, the school's own information and unvalidated results from recent national tests show clearly that in key stages 1 and 2, current pupils are now making strong progress in English and mathematics. Pupils' progress has improved significantly this academic year as new approaches to the teaching of English and mathematics

become embedded.

- The proportion of pupils who met the expected standard in the Year 1 phonics screening check was above average in 2018 and early indications suggest that this has improved further this year. This stems from very precise phonics teaching that means pupils get off to a good start in learning to read and write.
- In 2018 above-average attainment in mathematics contrasted with poorer results in reading and writing. High pupil mobility and a legacy of weaker teaching were underlying factors behind this inconsistency. The new strategies that are now proving successful had not sufficient time to have any marked impact.
- Over time, the most able pupils have not made sufficient progress to ensure that they achieve as well as they should in reading, writing and mathematics, given their capabilities. Leaders identified this and have responded through staff changes and additional professional development for new staff. Current information indicates that as a result of the improvement in the quality of teaching across the school, the attainment and progress of pupils in all year groups continues to improve.
- Strategies designed to improve the quality of pupils' writing are beginning to demonstrate success. Pupils' work in key stage 1 shows that there is a greater focus on the development of basic skills to secure good progress. Pupils are improving their vocabulary and their knowledge about spelling, punctuation and grammar. A progression of skills in writing from early years through to the end of key stage 2 is now more evident. However, although there are fewer gaps in learning when pupils enter key stage 2, these pupils do not consistently apply their knowledge of basic skills in all their writing.
- At the end of key stage 2, attainment in reading and mathematics is improving as all pupils, including those who are disadvantaged, are now making stronger progress. Pupils enjoy reading and the wide range of stimulating books across the school is promoting reading effectively, particularly for boys. Stronger teaching is enabling more pupils to make better progress in reading than in the past.
- New initiatives in the teaching of mathematics, such as targeted support for most-able pupils, are rapidly improving pupils' learning and progress. Tasks consistently enable pupils to consolidate their understanding of concepts. Pupils' reasoning and fluency in using number facts and calculations are evident from the start of key stage 1. This is enabling more pupils to make at least good progress from their starting points.
- Pupils enjoy their learning across the curriculum and talk enthusiastically about the subjects and topics they have been studying. Although there are opportunities for pupils to write for a variety of purposes in subjects other than English, the quality of pupils' work is somewhat limited because tasks sometimes lack depth.
- There are clear processes in place to identify pupils with SEND and provide them with the support they need to address barriers to learning. This results in them making good progress from their starting points. Disadvantaged pupils are making good progress in line with other pupils nationally and often better than other pupils.

Early years provision

Good

- Children in the early years get off to a good start to their education. Children make

good progress from their low starting points in all areas of learning. Consequently, they transfer from Reception to Year 1 equipped to achieve well.

- The early years is led and managed well. Staff ensure that the early years provision meets all welfare requirements. Assessments of children's achievements are secure. Staff track children's progress accurately, which informs the next steps for their development. Teachers successfully support the speech, language and communication skills of children who have fallen behind in their development.
- Provision for two-year-old children is particularly effective. Adults have high expectations of children's behaviour and achievement. Consequently, children settle quickly, they play well together and they become confident learners. Children were observed preparing for a picnic and creating imaginative shopping lists. Skilled adults transitioned this play into different aspects of learning, modelling appropriate vocabulary and encouraging children to extend their speaking and listening skills well.
- Teachers' careful planning creates interesting starting points for children to explore their learning. The many activities on offer enthuse them, and enable them to develop their coordination, cooperation and collaboration skills very well. However, there are not always sufficient opportunities in the outdoor area to extend learning through purposeful play, which slows the progress of children.
- Children quickly learn essential social and emotional skills. They can share, take turns and behave well. There are positive relationships between staff, children and parents. This helps children quickly to become confident learners and have a positive attitude to school. Children work happily and cooperatively. For example, the inspector observed children take turns and help their friends to transfer water from different-sized containers, sensibly and carefully.
- Staff encourage children to experiment and become independent through well-established and consistent routines. Activities are organised so that there is an effective balance between those led by adults and those led by children. Children were observed reading independently with fluency, accuracy and precision.
- Parents have regular opportunities to visit the classroom to participate in their children's learning. Relationships between adults and children's families support learning well.

School details

Unique reference number	107501
Local authority	Calderdale
Inspection number	10089017

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Janice Jessop-Booth
Headteacher	Robert Fox
Telephone number	01484 715300
Website	http://longroyde.weebly.com/
Email address	admin@longroyde.calderdale.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Longroyde Primary is much larger than the average-sized primary school. It was formed in September 2016 when Castlefield Infant School merged with Longroyde Junior School. The headteacher of the junior school became the headteacher of the primary school.
- The school operates from two sites. One provides for children in early years and key stage 1. The other provides for pupils in key stage 2.
- The school provides before- and after-school clubs for children attending each site.
- Approximately one third of pupils are disadvantaged pupils.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are below national averages.
- The proportion of pupils with SEND is below the national average. The proportion of pupils who have an education, health and care plan is below average.

- The early years provision consists of two part-time Nursery classes and two full-time Reception classes. There is also provision for a small number of two-year-old children.
- There is one newly qualified teacher who joined the school in September 2018.
- An increasing proportion of pupils enter or leave the school at times other than those expected. A number of these pupils leave the school after a short time because of their family circumstances.

Information about this inspection

- Inspectors observed teaching and learning in all classes. Most observations were undertaken jointly with the senior leadership team.
- Inspectors and subject leaders jointly reviewed a range of pupils' work in English, mathematics and other subjects. They discussed pupils' work and monitored their progress. One inspector heard pupils from Year 1 and Year 2 read.
- Inspectors reviewed a range of the school's documentation, including leaders' evaluation of the school's effectiveness and their plans for improvement. They examined information about safeguarding, behaviour and attendance.
- Inspectors held meetings with the headteacher, senior and middle leaders and members of staff.
- Inspectors met with a group of governors, including the chair of the governing body. A telephone discussion was held with a representative from the local authority.
- Inspectors spoke with groups of pupils formally and informally.
- Observations of pupils' behaviour took place during lessons, in an assembly, at playtime and lunchtime and when pupils were moving around the school.
- Inspectors spoke to parents during the inspection. The inspection took account of the views of 46 parents who responded to Ofsted's online survey, Parent View, which included 15 free-text responses.

Inspection team

Cathy Morgan, lead inspector	Ofsted Inspector
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Lynne Selkirk	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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