



Longhill Primary School

Inspection Report

Unique Reference Number 117800
Local Authority Kingston-upon-Hull
Inspection number 290930
Inspection dates 14–15 November 2006
Reporting inspector Geoffrey Yates

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Shannon Road
School category	Community		Longhill Estate, Hull
Age range of pupils	3–11		HU8 9RW
Gender of pupils	Mixed	Telephone number	01482 814160
Number on roll (school)	277	Fax number	01482 815859
Appropriate authority	The governing body	Chair	Mrs Sheila Atcheson
		Headteacher	Mrs Chris Jennings
Date of previous school inspection	1 November 2001		

Age group	Inspection dates	Inspection number
3–11	14–15 November 2006	290930

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than most primary schools. It serves an area where national and local data show a very high degree of educational disadvantage. The proportion of pupils with learning difficulties and/or disabilities is very high, representing around half the pupils in the school. An above average proportion of pupils receive free school meals. A very high proportion of pupils start school with very low social skills. Overall attainment on entry to school is very low.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspection findings agree with the school's accurate evaluation that this is a good school, which provides good value for money. The provision made for pupils' personal development and care is outstanding. Parents and pupils think highly of the school. Every pupil is welcomed, valued and prepared well for the next stage of education.

The school has compelling evidence to show that standards in English, mathematics and science are broadly average by the time pupils leave, which represents good progress and good achievement from a very low starting point. Children get off to a good start in the Foundation Stage, particularly with regard to their personal and social development. However, by the time they enter Year 1 most do not meet the early learning goals.

Standards have improved over the last two years because of good teaching and a good curriculum that captures pupils' interests and links subjects together effectively. This has not always been so; standards have fluctuated since the previous inspection. Nevertheless, as a result of good leadership and management, the school has turned the corner and things are now on track. The effective work the school has done to improve pupils' speaking and listening skills is a pleasure to observe and is having a strong influence on improving standards. While achievement is good overall, pupils' standards in writing do not match those in reading. Writing is imaginative, but sentence structure and punctuation are areas for improvement. Most pupils make good progress in mathematics but there are insufficient challenging opportunities for them to apply their mental arithmetic skills in solving problems.

Pupils are keen and highly enthusiastic when asked either to contribute their ideas or to listen to others. At times it is hard to remember that the school is situated in one of the most deprived areas in the country and has a well above average proportion of pupils with learning difficulties and/or disabilities.

Pupils respond well to the school's provision with regard to the Every Child Matters initiative. Pupils' behaviour has improved and is now outstanding. Pupils say they like coming to school, feel supported, and enjoy their lessons and other activities. One pupil commented, 'Our school is fabulous!' The school's highly successful approach to ensuring Longhill is a healthy school is helping pupils to understand healthy living; they are active and enjoy learning. The academic guidance offered is strong and includes pupils' effective involvement in target setting. As a result, the aspect of their personal development that prepares them for future economic well-being is good. The school works very hard to maintain and also improve its satisfactory attendance levels.

Curriculum development over the last two years reflects a very strong commitment and vision for bringing about improvement to the quality of education provided for pupils. The curriculum is enhanced by a good range of programmes of clubs and visits. All members of staff form a strong team united in their aim to sustain recent improvement and to do the best for all pupils. Under the determined and enthusiastic leadership of the headteacher and skilled senior management team the school is in a good position to continue to improve.

What the school should do to improve further

- Improve pupils' punctuation and sentence structure so they achieve equally well in all aspects of English.
- Ensure pupils are given plenty of challenging opportunities to use and develop their mental arithmetic skills.

Achievement and standards

Grade: 2

Pupils' overall achievement is good bearing in mind their very low starting point. The pupils make good progress and the school has compelling evidence to show that they are on course to reach expected national standards this year in English, mathematics and science. Most children enter the school with skills well below those typical for their age. Although they make good progress, especially in personal and social development, most of them still do not reach the expected goals by the time they enter Year 1. Pupils continue to make good progress in Key Stage 1 but do not reach average standards by the end of Year 2 because of their low starting points. The results of the 2005 tests for pupils in Year 6 were below average in English, mathematics and science. In 2006, the results show improvement over the previous year.

School assessments and inspection evidence indicate that the rate of progress throughout the school has accelerated and is now good as a result of the effective strategies put in place to raise standards. The focus on developing pupils' speaking and listening skills is proving to be highly effective, as is the involvement of pupils in target setting. However, weaknesses remain in pupils' writing skills and in their application of mental strategies in mathematics. There are no significant differences between the standards attained by boys and girls. The small percentages of higher ability pupils at both key stages make good progress. Pupils with learning difficulties and/or disabilities also make good progress because they are well supported.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding and their spiritual, moral, social and cultural development is good. Children start the school with very low self-esteem but all members of staff work hard and are highly successful in ensuring that pupils make outstanding progress in their personal development. All staff value pupils highly so that they grow in confidence and look forward to coming to school. Attendance is now at the expected level and the school has worked very hard to improve this. Staff present good role models and treat pupils with great respect. Consequently pupils behave outstandingly well; they are polite and highly considerate. One pupil commented, 'We really look after each other at this school'. Pupils feel safe in school and are happy to share concerns with adults. They know that they will be listened to and that the school deals swiftly with rare instances of bullying. Pupils are keen to face new challenges, and work very well independently and in groups. They demonstrate

positive attitudes to complete activities. Pupils have very good opportunities to be involved in decision-making and their views are taken seriously. Pupils enjoy taking on responsibilities such as becoming a buddy. Younger pupils try very hard to become the 'Golden Spoon Winner' awarded for good manners and considerate behaviour.

Pupils contribute well to the community, raising sums of money for charities locally and further afield. They have a very good understanding of the importance of a balanced diet and exercise to stay fit and healthy. Pupils look forward to the daily school fitness sessions. Their basic skills in reading, writing and mathematics are improving and they are becoming increasingly confident in using information and communication technology skills. This makes a good contribution to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good in the Foundation Stage and in classes throughout the school. Many children start school with very low social skills and staff in the Foundation Stage are highly successful in ensuring that pupils' needs are met fully. Teachers throughout the school know the pupils very well and are quick to match work to the needs of groups and individuals. They receive very good support from classroom assistants. Teachers demonstrate a good understanding of the subjects they teach and of how children learn. Since the previous inspection, they have revised their strategies for planning, and expectations and challenge have been extended to good effect. Learning is structured, productive and enjoyable. However, in mathematics lessons, insufficient opportunities are provided for pupils to develop their mental arithmetic skills. To improve standards in English, teachers have worked successfully to increase pupils' skills in speaking and listening and in reading. Assessment procedures are thorough and detailed, with the information used well. The best examples are in teachers' daily records that demonstrate clearly where pupils make gains and how work needs to be modified to build on success or to remedy any missed opportunities. The school is committed to improving the learning skills of the high proportion of pupils with learning difficulties and/or disabilities. Their progress is tracked even more thoroughly than that of the other pupils and, as a result, they learn well. Strategies for marking are good.

Curriculum and other activities

Grade: 2

The curriculum has been reviewed and revised very successfully. Both in the Foundation Stage and both key stages curriculum provision is good and more than meets statutory requirements. A strength of the school is the provision made for pupils with learning difficulties and/or disabilities. The curriculum contributes to pupils' good achievement in their endeavours to attain the nationally expected standards. The basic skills of

literacy, numeracy, and information and communication technology (ICT) are at the heart of the stimulating programme for learning. There are strong links between subjects using practical activities and experiences. The full impact of this provision, following on from a whole school curriculum review two years ago, has yet to be realised but standards of attainment are rising. The range of opportunities for investigation is helping pupils to realise why they need to learn specific facts and skills to solve problems and prepare them for further work.

The staff know that learning has to be interesting and enjoyable so pupils will make relevant links between work in different subjects. Pupils study different faiths, cultures, foods and traditions; for example, an Indonesian week when parents and pupils learned to make music with the gamelan. The school involves pupils in a rich range of experiences through working alongside skilled artists, sports players and musicians. A good range of enrichment activities include sporting enterprises and the arts. The residential visit is pivotal for some pupils as they learn how to manage their own lives in a well supported environment. They realise that learning happens in all of their life experiences and is not confined to lessons in the classroom.

Care, guidance and support

Grade: 1

The school provides a very safe haven where pupils are cared for outstandingly well. The school's ethos is calm and supportive. Staff are very well trained and are fully committed to pupils' welfare. Teachers have instilled in pupils the principles of a healthy lifestyle. Pupils say that the school has helped them to trust other people and that they know it is a safe place for them to grow and learn. Pupils who have learning difficulties and/or disabilities are supported outstandingly well by staff who make time to discuss any problem with pupils. Working with parents to meet pupils' individual needs is considered to be vital. Strong links with the receiving secondary school aid pupils' preparation for the move to the next stage of their education. Pupils' progress is monitored very effectively. Pupils are encouraged to work as independent learners who play a full part in organising their own learning; they know what they have learned already and teachers explain to them what they need to do to achieve their ambitious targets. The school goes out of its way to work with other agencies and parents. Child protection is very thorough and risk assessment is carried out inside school and when planning outside activities.

Leadership and management

Grade: 2

The quality of leadership and management is good. High on the school's agenda is not just the need to improve academic standards but also the need to ensure pupils' personal needs are met. The school effectively meets pupils' needs within an inclusive environment where everyone is valued for what they are and not for what they might be. Previous inspection issues have been dealt with well. The headteacher's determined and enthusiastic approach and highly effective leadership pay dividends with, for

example, whole school curriculum planning being now far better suited to pupils' needs. The headteacher receives good support from the deputy headteacher. The school has in place a curriculum leadership and management team that is very capable of moving the school forward. Curriculum teams have been established that use assessment information well to put plans in place to improve pupils' performance. For example, the school is well aware of the need to improve pupils' punctuation skills. Parents feel their views are taken into account as do children and both groups value the school highly. Governance is satisfactory. The governors know the school well and are quick to identify possible concerns. The whole process of school self-evaluation has involved staff and has resulted in the accurate overview of the work of the school which was confirmed by inspectors.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Longhill Primary School

Shannon Road

Longhill Estate

Hull

HU8 9RW

17 November 2006

Dear Children

Thank you for helping me during the inspection. I would like to tell you about my findings. You will not be surprised to know that all three inspectors found many good things out about your school. We enjoyed being in your school, watching you learn and talking to you. It was a pleasure to meet the school's head boy and head girl and I am pleased that they see their role as 'the eyes and ears of the headteacher'. The list below shows some of the many things I liked about your school.

- You work hard and behave very well.
- You enjoy having a say in what goes on in your school.
- You like the way your headteacher, teachers and other members of staff make learning exciting.
- All the adults in school work very hard to care for you.
- You enjoy the visits you make to different places and the many clubs after school.

We have asked your teachers to look at two things to make your work even better.

- To provide you with more challenging opportunities to use your number skills in solving mathematical problems.
- To make sure you use full stops, commas and other forms of punctuation correctly.

You can help by continuing to do your best and working hard.

Yours sincerely

Geoffrey Yates

Lead Inspector