

# Longley School

## Inspection report

---

<b>Unique Reference Number</b>	107797
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	324657
<b>Inspection dates</b>	11–12 November 2008
<b>Reporting inspector</b>	David Muir HMI

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

---

<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	5–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	118
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hilary Pollard
<b>Headteacher</b>	Mr Philip Gibbins
<b>Date of previous school inspection</b>	2 November 2005
<b>School address</b>	Dog Kennel Bank Huddersfield West Yorkshire HD5 8JE
<b>Telephone number</b>	01484 223 937
<b>Fax number</b>	01484 511 520

---

<b>Age group</b>	5–16
<b>Inspection dates</b>	11–12 November 2008
<b>Inspection number</b>	324657

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Longley School is a special school where all pupils have a statement of special educational need. The school's main provision is for pupils with complex learning difficulties, but some pupils are educated in the school's specialist provision for children on the autistic spectrum. An increasing number of pupils who have complex language and learning difficulties and those who have emotional and behavioural difficulties are being admitted.

Most pupils enter the school with very low levels of attainment, compared to national averages. Just under one half of all pupils are entitled to free school meals; about a quarter have English as an additional language. There are significantly fewer girls in school than boys.

The school has the Artsmark Gold award, Sportsmark, Healthy School's Award, Ecoschools Bronze, Activemark award and Investors in People status. Longley School is part of the local authority's plan to reorganise provision for pupils with learning difficulties and/or disabilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Longley School provides a good education for its pupils. When pupils join the school, their standards are very low compared with the national average. During their time in school, pupils make good progress because the curriculum is effectively varied to meet the changing needs of the school's population. This ensures that pupils reach their challenging targets and achieve in line with their capabilities. By the time they leave in Year 11, all pupils achieve success in accredited courses such as the Entry Level Certificates (ELC) and AQA Unit Awards.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Parents say that their children gain in confidence and self-esteem and that their behaviour and attitudes have improved during their time in the school. Staff care for the pupils well. Teaching is at least satisfactory with some that is good and better. At every stage, the curriculum places significant emphasis on developing students' self-esteem and confidence, and there are regular opportunities to recognise and celebrate pupils' successes. A strong feature of the curriculum is the variety and effectiveness of partnerships with local colleges, schools and employers to ensure that all pupils are well prepared for life after school. Care, guidance and support are good. The well organised care in place throughout the school, enables all pupils to feel safe and well looked after. Pupils' individual progress in all subjects is tracked. However, this system is not yet sophisticated enough to identify trends in the progress of groups of pupils.

Leadership and management of the school are good. The headteacher has managed the school well through a period of challenge during a lengthy reorganisation process, which has yet to conclude. Senior staff have increased their monitoring of the work of the school, but these arrangements are not yet systematic. Although the information gained from monitoring does identify areas for development, some is not analysed effectively enough. The governing body provides effective support for the school and monitors the school's work and challenges it where necessary.

### What the school should do to improve further

- Improve the quality of teaching so it is consistently good.
- Strengthen the arrangements for monitoring and evaluation, so they become more systematic
- Develop systems to use the school's data to analyse more effectively the performance of the school, particularly the progress of groups of pupils

## Achievement and standards

### Grade: 2

Pupils' attainment on entry is very low for their age. Careful attention to pupils' individual needs ensures that, at each key stage, they make good progress and that all groups of pupils achieve in line with their capabilities. In the specialist provision, pupils make outstanding progress.

In Key Stage 1 and Key Stage 2, pupils progress well and meet the challenging targets that the school sets. In Key Stage 3, pupils meet their targets and some are able to sit their Year 9 SATs, with some achieving just below national expectations. By the end of Year 11, all pupils achieve accreditation in a nationally recognised qualification. Last year, the majority of school leavers

attained ELCs in subjects such as English, mathematics, religious education, technology and art.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good across the school. Pupils thrive in the positive environment, which is based on an ethos of respect and high expectations of behaviour. The school's promotion of pupils' spiritual, moral, social and cultural development has had an extremely positive impact on pupils in the school and their awareness of other cultures, through the curriculum and a wide range of educational visits. Pupils have good attitudes to learning. There are excellent relationships and a strong atmosphere of respect throughout the school. Pupils develop a range of skills through events which enable them to prepare well for life in the workplace.

Pupils' attendance is below the national average for all schools, although this has to be set in the context of the negative educational experiences that some pupils have had in previous schools. The improved attendance indicates that pupils enjoyment of school has improved compared to their previous experiences.

Behaviour is good and this is exemplified by the warm welcome extended to visitors by pupils. There is a good uptake for lunch time clubs, including a variety of sports. Pupils show an awareness of healthy lifestyles and the school council has lobbied for improved food at lunch times. Pupils are keen to contribute to the broader community by supporting charities and fundraising for good causes such as Children in Need through non-uniform days. The strong links with the local community enable older pupils to take responsibility for distributing gifts at Harvest Festival time. There are also good links with a local adult special care unit. Parents are overwhelmingly positive about the school's work with their children. One said of the staff: 'I can't praise them enough – they have made such a difference to my son's life and the rest of his family'

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning are good. All lessons seen were at least satisfactory with some outstanding. Teachers know the abilities of their pupils well. Relationships are good. Lessons are well planned and, in most cases, challenge pupils well. The most successful lessons observed have a good pace and provide appropriately challenging work for all pupils. Pupils are fully involved in these lessons and are able to assess their own work appropriately for their development levels. In the best lessons, teachers set challenging targets for pupils' work. Some pupils are aware of these and are able to assess their learning based on those targets. In the less successful lessons, the tasks set are not varied enough to meet the needs of all of the pupils. Overall, assessment of pupils' individual progress is thorough and accurate. Independent learning is encouraged. Pupils' behaviour is well managed. In the specialist provisions teaching is good and often excellent. Pupils benefit from the close attention of skilled staff and make excellent gains in learning which are confirmed by the school's records. Support staff contribute effectively to teaching and learning, resulting in individual support which is of a high standard.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum. It meets the needs of pupils and covers all statutory requirements. At Key Stages 1 and 2, pupils study the full National Curriculum. A major focus in these key stages is the development of communication skills. These are targeted in collaboration with the school's speech and language therapist. Subjects are effectively modified to meet the individual learning needs of all pupils. At Key Stage 3, the school is adapting its curriculum by introducing topic work such as 'recycling'. This topic links with a wide range of subjects including English, art and technology. Older pupils have a curriculum which provides them with an increasingly wide choice of ELCs. In the past year, the school has introduced five new ELCs, including art, personal social and health education as well as technology. Pupils in Key Stage 4, also participate in vocational and work-related activities at the school's 'Chestnut Centre' where they experience a wide range of work-related activities such as plumbing, mechanics and enterprise. This helps to prepare pupils well for their future life in the workplace.

## **Care, guidance and support**

### **Grade: 2**

The school provides extremely good care and academic guidance. The staff know the pupils well and are dedicated to meeting their individual needs and raising their levels of achievement. Safeguarding arrangements meet statutory requirements and procedures for child protection, health and safety and risk assessment are in place. The school has good links with other schools, colleges, local employers and other agencies to ensure that pupils are fully supported in all aspects of their school lives.

The school has systems in place for tracking the academic progress of individual pupils. The school uses the individual data that it collects on pupils' to monitor their progress. The school is in the process of establishing a system to monitor the progress of groups of pupils with differing needs, such as those with autism or social, emotional and behavioural difficulties (SEBD), as well as other groups of pupils. This will enable the school to monitor their progress and identify any underachievement in the school. Pupils are given clear targets for their personal and academic development through the individual education plans and in subjects. These are set annually, but are reviewed and revised regularly to ensure that they remain challenging and appropriate.

## **Leadership and management**

### **Grade: 2**

The headteacher provides good leadership and strategic direction, which is focused on raising standards. This vision is supported throughout the school by senior and middle management. The rest of the staff are now involved in planning for school improvement. From documents and discussions, it is evident that the school has a good awareness of its own strengths and areas for improvement. As a result of restructuring, school improvement procedures are being tackled and are building on the current strengths of the school. The actions that senior leaders are undertaking to enhance the role of the leadership team and management groups have led to some improvement in the monitoring of the quality of teaching and learning, although these improvements are still at an early stage. There are robust systems in place for leaders at all levels and governors to monitor the work of the school. Like their children, parents are happy

with the school. A third of parents returned the Ofsted parental questionnaires and their views were unanimously positive.

The school is very inclusive and ensures that equal opportunities are given to pupils, regardless of the extent of their disability or their cultural backgrounds. The school promotes community cohesion well. The governing body provides good support and challenge to the management of the school. Because this is an improving school which knows itself well, the capacity for further improvement is good.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

**Inspection judgements**

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

**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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

---

<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Longley School, Huddersfield, HD5 8JE

Thank you very much for welcoming me when I inspected your school recently. I was very pleased to hear your views about the school.

You told me that you are happy in school. I found it to be a good school. It is well led by the headteacher, Mr Gibbins. He knows what steps to take to improve your school. Your teachers and other staff enjoy teaching you, and they are working hard to make sure that you learn as much as you can. Teachers know how well you are working in each subject and they set you targets to help you improve your work. Your behaviour is generally good and I was pleased to see how much you enjoy school. You know about how to be healthy. I also saw that you are given a lot of help with understanding the world of work. Your parents are also very happy with how the school works with you.

I have asked the school to improve in three areas, so that you can be more successful.

- Improve teaching in all lessons to make it even more effective
- Make sure that the work of the school is watched closely by the management so that it continues to improve
- Make sure that the school knows how well you are doing, and then use that information to make sure that all groups of pupils are learning as much as they can.

You can help with this by using the school council to let the headteacher know of your views.

I wish you all the best of success in the future and I thank you again for your warm welcome.