

Longhill Primary School

Inspection report

Unique Reference Number	117800
Local Authority	Kingston upon Hull City of
Inspection number	339076
Inspection dates	11–12 March 2010
Reporting inspector	Georgiana Sale

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	270
Appropriate authority	The governing body
Chair	Mrs Sheila Actcheson
Headteacher	Mrs Christine Jennings
Date of previous school inspection	14 November 2006
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 24 lessons and saw nine staff teach. They held meetings with governors, staff and groups of pupils, and talked with some parents and carers. They observed the school's work, and looked at documentation including records of pupils' progress, the school improvement plan, assessment information, policies and samples of pupils' work. Information about safeguarding was evaluated. Inspectors also took into account the views of staff and pupils expressed in questionnaires and received and analysed 37 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively and accurately the school monitors the performance of all pupils so that they make good progress
- the standard of leadership across the school, especially the middle managers of core subjects, and how well they are driving improvement
- current standards of attainment and the rates of pupils' progress throughout the school.

Information about the school

Longhill Primary School is larger than most primary schools. The proportion of pupils claiming free school meals is much higher than average. There is a much higher proportion of pupils with special educational needs and/or disabilities than in most schools. Nearly all the pupils come from White British backgrounds. There is a Children's Centre on the same site managed by the school which is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Longhill Primary School is a good school. Many aspects of the school's work are outstanding and these contribute significantly to pupils receiving a good education and achieving well. The school provides a very safe environment for the pupils where there is a strong ethos of respect for individuals and an excellent level of care and support. This results in the pupils showing high levels of care and support for each other in class and around the school. Standards are rising, especially in mathematics and science, under the strong leadership of the headteacher, supported by an effective governing body and management team. The headteacher and governors have built a team who share this determination but recognise that other leaders in the school need to play a greater role in coordinating and monitoring actions taken to make sure that all pupils' needs are catered for. Pupils of all abilities benefit from good quality teaching.

Attainment and progress in English, especially in writing, remains stubbornly slow to improve, although standards in reading are improving. Interventions in Years 3 and 4 are improving progress in writing but have been less successful in Years 5 and 6.

The school is self-challenging and quick to put creative solutions in place to resolve issues and meet pupils' needs. The school's innovation is demonstrated in one of the ways the pupils make an outstanding contribution to the local and school community: the school's own TV studio makes programmes for the school and the wider community increasing pupils' skills in writing and verbal communication as well as their team work. The excellent curriculum and the rigorous use of systems to check pupils' progress against challenging targets have been key factors in driving up standards. The school has good capacity to improve further, as demonstrated by its accurate self-evaluation, the good and improving teaching and learning, and because improvement in pupils' achievement and attainment across the whole school is evident.

The pupils' personal development is outstanding: pupils are polite, confident and very well behaved, and inspectors agree when pupils say that they feel very safe. They understand very well what they need to do to stay healthy and how to keep themselves safe, and they use information and communication technology safely, including mobile telephones. Parents and carers are very positive about the school and make approving comments such as, 'Everything in Longhill School is about putting the children first.' The school recognises the need to involve the parents more in extending pupils' learning into the home.

What does the school need to do to improve further?

- Extend accountability and share leadership more widely across the whole staff by

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involving middle managers more in monitoring processes and coordinating actions.

■ Raise attainment and rates of progress in English by:

- embedding current initiatives to improve writing skills across all key stages
- quickly taking and then monitoring action, especially in Year 5 and Year 6, when progress in English slows
- ensuring that parents and carers know about the progress their children are making and are encouraged to help with learning at home.

Outcomes for individuals and groups of pupils**2**

Children join the Nursery with skills that are very low compared to those typical of children of that age. Although children are still working towards the nationally expected learning goals by the end of their Reception Year, standards are just below average by the end of Year 2. This represents good progress which continues throughout school. By the time they leave, pupils have reached broadly average standards in mathematics and science although their attainment and progress is not as strong in English.

Excellent relationships at all levels and between all groups are a hallmark of the school's powerful ethos and make a great contribution to the quality of learning across the school. Pupils love learning, are well mannered, respectful of others and friendly. Pupils enjoy the many active lessons which engage them effectively and they work well as individuals, in pairs and in groups. These skills and their good personal development prepare them well to make the most of opportunities in their future lives. Pupils are prompt to lessons, which they enjoy, and respect the school's rules. Behaviour is generally exemplary both in and out of lessons. Attendance is broadly average. The school works very hard with key families to improve attendance and punctuality.

Pupils know how to lead a healthy lifestyle. They make healthy food choices and take plenty of exercise, for example, in the 'Freddie Fitness' sessions. They know bullying happens now and again, but comment, 'We know who to go to and it gets dealt with.' Pupils are very open to new experiences or ideas and are eager to take on responsibility, making impressive ambassadors for their school. They know their voice is heard and valued. The pupil council has tackled important matters such as a review of the curriculum, and were instrumental in setting up their own TV studio. They have used this facility to make an excellent contribution to their local community by making a film about the local housing estate which has been shown to local community groups and councillors.

Pupils are keenly involved in their learning and apply themselves well in lessons. They have very good self-discipline and there are warm and supportive relationships between the pupils and with staff, creating a calm and welcoming place to learn.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The good teaching seen in lessons has contributed to the rising trend in attainment and progress. Teachers assess pupils' progress accurately and use this information to plan future learning and set work at the right level of challenge for most pupils. Teaching methods are chosen well to motivate pupils and teachers have clear routines and high expectations to ensure that learning proceeds at a brisk pace. Good questioning in class allows teachers quickly to help pupils who have not understood and this is followed, especially in mathematics and English, by advice on how to improve their work and what they need to learn next. The school carefully tracks the progress of all groups of pupils to identify any pupils in danger of falling behind and puts in place help to make sure pupils catch up, although this process is not happening often enough so that any slowing of progress in English can be quickly remedied.

The curriculum is outstanding. Since the last inspection, the school has successfully developed and extended the curriculum through the use of the arts and whole-school themes, such as 'Diversity', to provide pupils with an evolving range of opportunities which are increasingly tailored to individual needs. Learning is also enriched by the many opportunities to take part in sporting and other activities after school.

The main factor that ensures that vulnerable children, or those with special educational needs and/or disabilities, make good progress is the excellent care and support all pupils receive and the security and confidence this gives them. Support staff are used very well. For example, a support worker works with parents and carers to give help with issues such as attendance. Individual needs, including social and health-related needs, are meticulously explored and staff consistently think creatively and use partner

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agencies to give outstanding support to pupils and their families.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's ambitious vision is understood by the staff and governors and they all share her drive for improvement. The school's effective promotion of equality is seen in the high quality of its care and the actions it is taking to make sure some groups of pupils do not underperform. Governors are well informed, knowledgeable and play an active role in school life.

The headteacher has been successful in developing a cohesive school community based on a love of learning and clear values of respect for individuals and with everyone playing their part. The school successfully reinforces attitudes and skills in its pupils that will enable them to play an active role in any future community of which they are member. As a result pupils enjoy experiencing new cultures and different ways of life.

The school has an accurate picture of its strengths and areas for development. This includes being aware of the need to improve community cohesion by helping pupils to engage more with people from other backgrounds and cultures in the wider and global community. The regular use of a range of data to evaluate and analyse its performance enables the headteacher to take focussed actions to bring about effective change. This has resulted in the improved performance now seen, particularly in mathematics and science, where pupils now make good progress.

There is a strong emphasis on child protection and all staff have received relevant training. At the time of the inspection, safeguarding procedures were excellent. The school works well with parents and carers and makes good use of external agencies to make sure that pupils with special educational needs and/or disabilities are supported well in and out of class. Consequently, these pupils make good progress.

The school forms strong partnerships which are used effectively to enhance the pupils' learning opportunities by, for example, using the local Police to present a project called, 'Prison? Me? No way!'

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. The very low levels with which most children start school in the Nursery are raised significantly by the end of Reception. Despite good achievement and progress, attainment is below average by the start of Year 1. At all times, children are safe and secure; all procedures regarding safeguarding are securely in place. Daily use of the 'brush bus', to encourage the regular brushing of teeth, is helping them to start healthy living routines from an early age.

A lively and stimulating environment has been created for children. Both indoors and outdoors, carefully planned play and learning give children every opportunity to explore and to make good progress in all areas of learning. For example, an outdoors 'play' castle encourages the pupils to exercise, promoting their physical development.

The class areas are calm; children get on well with each other and 'falling outs' are rare. Children are happy and buzz with the excitement of trying new things. They learn to play alongside others and increasingly to share and cooperate. They develop their independence and become confident to make their own choices.

Staff strike a good balance between enabling children to learn through play and extending learning through adult-led tasks, for example, in linking sounds and letters, and in the well-structured mathematical programme. Staff know each child very well and are able to provide the children with activities which will move their learning on. Those with special educational needs and/or disabilities are identified as soon as possible so that their needs can be met.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Few questionnaires were completed, but of those that were the very large majority of parents and carers said that they felt the school kept their child safe, that their child enjoyed school and that they were pleased with the school overall. Inspectors agree with parents and carers who strongly feel that the school keeps children safe and helps them make good progress. A few parents and carers said that they would like more frequent information about the progress of their children as individuals and inspectors agree that this would be of benefit.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Longhill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	62	11	30	3	8	0	0
The school keeps my child safe	24	65	13	35	0	0	0	0
The school informs me about my child's progress	18	49	16	43	2	5	1	3
My child is making enough progress at this school	19	51	15	41	3	8	0	0
The teaching is good at this school	25	68	9	24	1	3	0	0
The school helps me to support my child's learning	20	54	14	38	2	5	0	0
The school helps my child to have a healthy lifestyle	18	49	17	46	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	43	16	43	2	5	0	0
The school meets my child's particular needs	17	46	17	46	2	5	0	0
The school deals effectively with unacceptable behaviour	17	46	15	41	3	8	0	0
The school takes account of my suggestions and concerns	15	41	17	46	5	14	0	0
The school is led and managed effectively	21	57	14	38	2	5	0	0
Overall, I am happy with my child's experience at this school	22	59	13	35	2	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 March 2010

Dear Pupils

Inspection of Longhill Primary School, Hull, HU8 9RW

We really enjoyed visiting your school and I am writing to thank you for two very interesting days. Your thoughts and views helped us to make our judgements about the school. We thought this about your school.

- You go to a good school.
- Children in Reception thoroughly enjoy school and learn quickly.
- Your behaviour is excellent and you are kind to each other and play and work together very happily.
- You are taught well and your lessons are fun and interesting.
- You make good progress and work hard in lessons.
- You are really well cared for and supported by all the adults in the school.

We have asked your school to look at how they can make things even better. The most important things needed are to:

- ensure subject leaders look more carefully at the progress you are making
- improve how well you do in English and especially your writing
- encourage your parents and carers to help with your learning at home.

You can help by attending school every day, working hard and always trying your best.

I wish you every success in your time at school.

Yours sincerely

Georgiana Sale

Lead inspector

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