

Selby, Longman's Hill Community Primary School

Inspection report

Unique Reference Number	121460
Local Authority	North Yorkshire
Inspection number	339944
Inspection dates	12–13 November 2009
Reporting inspector	Stephen Fisher

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	Mr Greg Dowdy
Headteacher	Mrs Jillian Baker
Date of previous school inspection	6 December 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons or parts of lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation including the school development plan, a wide range of school policies, teachers' planning and assessment files and records of pupils' progress, including individual education plans for those with special educational needs and/or disabilities. Staff and the pupils in Key Stage 2 completed questionnaires and 66 parental questionnaires were also read and analysed.

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

- pupils' progress in Key Stage 2, particularly in mathematics and that of pupils with special educational needs and/or disabilities
- the effectiveness of the school's tracking systems in helping to improve pupils' progress
- the effectiveness of the school's monitoring work in the drive to raise standards
- the impact of improvements in provision on outcomes for pupils.

Information about the school

This is a smaller than average primary school situated in the town of Selby. The vast majority of pupils are of White British heritage. There are no pupils at an early stage of learning to speak English. The proportion of pupils known to be eligible for free school meals is well below average. The proportion with special educational needs and/or disabilities is broadly average. The school holds the National Healthy Schools Award.

Since the last inspection there have been significant changes to the school's leadership team. A new headteacher was appointed in September 2008. The deputy headteacher and the Early Years Foundation Stage leader were appointed in September 2009.

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

The school provides a good education for its pupils, who make good progress in their learning. The quality of teaching, the curriculum and the care, guidance and support provided for pupils are all good. These outcomes are the result of a concerted effort by the new school leadership team and the commitment of staff and governors. Pupils are happy and feel very safe at the school. They respect their teachers, behave well and have good attitudes to learning. Parents and carers are very supportive of the school. Children start school with a range of skills and attitudes, but overall their development is broadly typical of that expected for their age. As a result of the recent and rapid improvements to the quality of provision in the Early Years Foundation Stage, children make good progress. Pupils continue to make good progress in Key Stage 1, so that by the end of Year 2 their standards are above average. Some past relative shortcomings in the achievement of Key Stage 2 pupils have been rectified and they now attain above expected standards and achieve well. Pupils who have special educational needs and/or disabilities, including those who face emotional barriers to learning, receive good care and guidance. They make good progress in lessons, especially when given specific individual and small group support.

The leadership team's monitoring of, and support for, teaching through lesson observations, discussions about pupils' progress and the sampling of pupils' work, is having a positive impact. Nevertheless, some aspects of teaching, for example, how teachers build on the previous learning of all groups of pupils, how effectively teachers assess and inform pupils about how well they are doing and how they help pupils take the next steps in their learning, are less well developed.

Good links are established with other local schools and with a range of agencies working in the area on behalf of children. However, pupils' engagement with a range of people from diverse backgrounds is not well developed.

The school has a good capacity to improve. This is evident in the rising standards and the way that the school has tackled the area for improvement identified at the last inspection. The school has a clear vision and a cogent plan for its further improvement and is well served by a knowledgeable and active governing body.

What does the school need to do to improve further?

- Improve the quality of teaching to ensure that it builds upon and extends learning for all groups of pupils.
- Improve the quality of assessment by:

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- ensuring that marking is more closely related to the learning objectives of lessons
- ensuring that teachers give pupils clear advice about how well they are doing and what they need to do to improve further.
- Plan and take action to promote pupils' understanding of and engagement with those from diverse religious, ethnic and cultural backgrounds.

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

Pupils in Key Stage 1 make good progress in lessons and attain above average standards by the end of Year 2. Overall, standards by the end of Year 6 have remained close to the national average for the past three years. Evidence from lesson observations and analysis of the school's recently introduced pupils' progress tracking system indicates that attainment is improving strongly in Key Stage 2 and that pupils, including those with special educational needs and/or disabilities, are making good progress.

In lessons, pupils concentrate, are keen to do well and they respond positively to the tasks set by teachers. In most lessons, they work enthusiastically and industriously. Pupils throughout the school enjoy their lessons, especially when they are engaged in practical and group activities. Their behaviour is never less than good.

The overwhelming majority of pupils who spoke with inspectors, and those who responded to the pupils' questionnaire, said that they like school and that they feel safe there. Pupils' views about their enjoyment of school are supported by their above-average attendance. Pupils are confident that they can talk to an adult about issues that are important to them and that any concerns that they may have will be dealt with properly. Pupils apply their basic literacy and numeracy skills securely in a range of contexts.

Pupils have a good understanding of the need to maintain their general well-being, especially in relation to being active and to eating a balanced diet. This is recognised by the school's achievement of Healthy School status and was particularly evident during the very impressive whole-school assembly attended by the inspection team.

The spiritual, moral, social and cultural development of pupils is good overall. There are well established links with other local schools to promote musical and sporting achievement, for example, and with local public services such as the library and the police. These all help pupils gain a good understanding of their local community. However, the school has yet to develop in pupils a strong understanding of religious, ethnic and cultural diversity in a national and international context.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Strengths in teaching include the quality of the relationships between staff and pupils, the deployment of adult support, teachers' good subject knowledge, provision for pupils with special educational needs and/or difficulties and the stimulating way in which lessons are presented. Resources, such as interactive whiteboards, are used effectively to teach pupils new skills, such as how to create, understand and interpret spreadsheets. In the best lessons, questions challenge pupils to think and pupils are given good opportunities to carry out investigations, for example, in science. Teaching does not always take full account of the importance of challenging all groups of pupils so that they make the best possible progress. Effective assessment procedures are not sufficiently embedded in teachers' practice.

The curriculum is enriched by high quality music teaching throughout the school, the teaching of French throughout Key Stage 2 and the way in which information and communication technology is used to support subjects such as English, mathematics and history. A strong focus on staff training and the development of a coherent curriculum for mathematics, have resulted in a recent improvement in attainment and in the rate of progress in this subject. Pupils are provided with many opportunities to enjoy out-of-school activities, including residential visits for pupils in Years 4, 5 and 6.

The quality of care, guidance and support provided by the school is good overall. Procedures for promoting good behaviour and regular attendance are effective. The school works very well with families and outside agencies to support pupils when needs arise and clearly targeted support has beneficial outcomes for them.

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These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

During the recent period of substantial change in the school, school leaders and governors have worked very effectively and successfully to improve provision and outcomes, notably in the Early Years Foundation Stage and in Key Stage 2. Morale in the school is good and there is a determined enthusiasm to make the school even better. Senior leaders are focused strongly on improving the quality of teaching and learning and teachers are using information from the pupils' tracking system to take greater responsibility for ensuring that pupils in their care progress as well as they can. Governors make a strong contribution to the work of the school and are in a good position to lead and support the school's further development.

The school has good relationships with parents and carers and is highly regarded by them and the local community. The school maintains good links with the local authority and other outside agencies to promote the learning and well-being of the pupils, though there is limited evidence of engagement with groups beyond the local community. The school successfully promotes equality of opportunity for its pupils and rigorously tackles discrimination. The school's arrangements for safeguarding pupils and for child protection are good and meet statutory requirements.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	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	2

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	
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

The current cohort of children in the Early Years Foundation Stage are making good progress and by the time that they enter Year 1 their attainment is likely to be above average. The indoor and outdoor learning areas are stimulating, resourced well and used fully by the children. Adults interact very well with the children who in turn, are enthusiastic and interested in the activities and resources provided for them. The warm and welcoming environment enables children to make good progress, particularly in their personal and social development. Their behaviour is impeccable. They listen well, move around safely and cooperate and support each other in a range of ways, such as sharing toys and making space for each other. Adults use questioning skills very well to promote children's thinking and their language development. Children's early literacy skills are developing very well; the result of daily routines that include singing, listening to stories, following instructions and reading. The children clearly feel safe, secure and very happy. This gives them the encouragement to learn independently, to make decisions and to develop confidence. For example, they change from their school uniform into their P.E. kit without fuss or help, and those who are ready first, quietly go to the reading area, choose and absorb themselves in books until all are ready. Activities are planned effectively and as well as assessing children's achievement, adults use assessment as a tool for adjusting the curriculum to meet children's particular needs and interests. Well planned activities for each area of learning and good teaching result in the children being well equipped to make the transition into Key Stage 1.

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

The many parents who responded to the inspection questionnaire were almost unanimously positive in their endorsement of the school. A large number of parents took the opportunity to write additional comments on the questionnaire and most were keen to praise the school. 'The school is very friendly, warm and welcoming' and 'I am very pleased with my child's progress' are typical of the comments made. There were a small

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number of concerns raised by parents. The issues were followed up during the inspection and, where appropriate, have been included in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Selby, Longman's Hill Community 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 inspector received 66 completed questionnaires by the end of the on-site inspection. In total, there are 190 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	62	23	35	1	2	1	2
The school keeps my child safe	32	48	33	50	1	2	0	0
The school informs me about my child's progress	32	48	32	48	2	3	0	0
My child is making enough progress at this school	27	41	35	53	3	5	1	2
The teaching is good at this school	38	58	27	41	1	2	0	0
The school helps me to support my child's learning	34	52	30	45	2	3	0	0
The school helps my child to have a healthy lifestyle	29	44	36	55	1	2	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)	26	39	33	50	2	3	0	0
The school meets my child's particular needs	27	41	36	55	0	0	1	2
The school deals effectively with unacceptable behaviour	24	36	36	55	3	5	0	0
The school takes account of my suggestions and concerns	20	30	43	65	3	5	0	0
The school is led and managed effectively	31	47	32	48	2	3	0	0
Overall, I am happy with my child's experience at this school	37	56	26	39	0	0	1	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.



16 November 2009

Dear Pupils

Inspection of Selby, Longman's Hill Community Primary School, Selby, YO8 9BG

You may remember that I visited your school recently, along with two other inspectors. I am writing to you to tell you the main things that we found out. Firstly, I would like to thank you all for making us feel so welcome, we were impressed by your politeness, your friendliness and in particular by your enthusiasm for your school. One of you summed up the views of many of you by saying, 'My school is great and all of the teachers and teaching assistants do a great job.'

Longman's Hill is a good school. You behave well around the school and you work hard in lessons, especially when you are asked to work in small groups and show responsibility. You know how to keep yourselves safe and about the importance of staying healthy. We really enjoyed your 'good health' assembly, the visit of Herbie the Carrot and the piece played by the recorder ensemble, which was outstanding! Your teachers make sure that you make good progress in lessons and your headteacher, deputy headteacher and the governors carefully check how you are doing and how things can be further improved.

One reason for our visit was to see what your school could do better. We have asked your headteacher, the governors and the staff to:

- make sure that you all have the chance to improve in each of your lessons
- make sure that when teachers mark your work and talk to you about it that they help you to understand what you need to do to improve further
- give you a better understanding of the cultures and beliefs of people in Britain and the wider world.

Keep up the good work!

Yours sincerely

Stephen Fisher

Additional inspector

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