



North

Yorkshire County Council

**NORTH YORKSHIRE
LOCAL AUTHORITY SPECIALIST REVIEW**

**Selby Longman's Hill Community Primary School
DfE number: 815/2418**

20th June 2016

**NORTH YORKSHIRE CHILDREN AND YOUNG PEOPLE'S SERVICE
EDUCATION AND SKILLS SERVICE**

June 2016

Introduction

Longman's Hill Primary School was judged as requiring improvement on the 4th – 5th November 2014. The purpose of this specialist review was to support the school in its preparations for its next Ofsted inspection and to validate its self-evaluation judgements. The visit was planned with and carried out in partnership with the school.

Structure of the review

The review was undertaken by:

Helen Davey	Lead Improvement Adviser
Davinia Pearson	School Improvement Adviser

Evidence Base:

- Advisers observed teaching and learning in all classes. All but one were joint observations with the headteacher or the deputy headteacher;
- Meetings were held with school leaders, the Senco, the maths and English subject leaders, a group of pupils and two governors. The Lead Improvement Adviser spoke with parents as they arrived in the morning.
- Advisers observed the school's work and looked at pupils' books, progress data, safeguarding and a range of other documentation.
- The headteacher and deputy headteacher participated in discussions with the review team to shape the final report;
- The team gave feedback to the Senior Leadership Team, Chair and governor representatives on the strengths and areas to improve.

Context

- Selby Longman's Hill Community Primary School is smaller than average with a one year per class intake.
- The current headteacher took up post in September 2013 after a period of instability. The deputy headteacher was appointed in summer 2012. The school was inspected in November 2014 and judged as **requiring improvement**. There have been significant changes to staffing since the appointment of the headteacher and the last inspection.
- The proportion of students known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for students known to be eligible for free school meals, is below average.
- A well below average proportion of students are from minority ethnic backgrounds, as is the proportion of pupils who currently speak English as an additional language.
- The proportion of pupils on the SEN register is below average and there are currently no pupils in school with an Education and healthcare plan.
- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress in English and mathematics.

Areas for improvement identified in the last section 5 inspection:

- Improve teaching so that it is all consistently good or better by ensuring that:
 - pupils who have gaps in their learning or fall behind have timely and sufficient support to help them catch up and achieve well
 - work is set that is always challenging and suitably matched to the ability levels of pupils in all classes and the of the children in the early years

- well-timed questions and explanations move pupils' learning on and deepen their knowledge and understanding
- expectations are consistently high for pupils to behave well in class and complete any written tasks to the highest standard
- teachers make sure that pupils take note of feedback from marking and that subsequent work improves as a result.
- Raise standards at key Stage 2 so that all pupils achieve well in reading, writing and mathematics, by ensuring that:
 - spelling, grammar and punctuation skills are taught and applied accurately in writing in all subjects
 - pupils who have special educational needs and those eligible for pupil premium funding achieve well in order to narrow the gap between their achievement and that of others
 - pupils' ability to recall and apply key number facts and multiplication tables accurately is improved
 - pupils read regularly at school and at home and that they receive the help they need to improve their skills and confidence in reading.
- Strengthen leadership and management by:
 - checking more rigorously that all the teaching is of high quality and that all pupils, including those eligible for the pupil premium, make good progress in every class and every subject
 - holding leaders, including subject leaders, to account for raising standards in their areas of responsibility
 - checking that policies for marking and behaviour management are applied consistently in all classes
 - ensuring that governors hold senior leaders to account if improvements are not effective.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved. (this was carried out on 3/12/14)

Report:

Effectiveness of leadership and management

- School leaders and governors are ambitious for the school and share a vision based on high and shared expectations. They are able to articulate and evidence the impact of the actions they have taken clearly and concisely.
- The school development plan identifies the key priorities, appropriate actions and success criteria and it is updated regularly. Termly milestones are sharply focussed on the difference to learning for groups and cohorts of pupils the actions will have
- The English and maths subject leaders have a very good grasp of their priorities and the actions which have been taken to bring about improvements, their monitoring roles and the impact the actions have had. They are both focussed on improving teaching and raising standards and they have a good understanding of the school's data. For instance spelling, grammar and punctuation of year 3/4 boys has been identified as an area needing improvement and catch up groups and setting have been introduced.
- The school has a broad and balanced curriculum, which provides a range of opportunities for pupils to learn including trips and residential visits. There is a wide variety of lunchtime and after school clubs on offer which are well attended

and valued by the pupils. The school continues to develop its curriculum through its focus on Forest Schools.

- Senior leaders monitor teaching and learning regularly and are focussed on the right priorities. They provide feedback for staff with clear areas for improvements which are followed up in an appropriate timescale.
- Pupils' spiritual, moral, social and cultural understanding is developed well through visits and visitors to the school which help pupils gain tolerance and respect for others.
- The governing body is very supportive of the school's leadership team. Key governors know the school well and challenge school leaders about all aspects of the school's performance. Link governors carry out their roles rigorously and the teaching and learning committee discuss the school's current data on a regular basis.
- New governors have strengthened the governing body and governors are now regular visitors to the school. They are aware of the Pupil Premium funding and how it is used to address the gap in the performance of the disadvantaged pupils and the impact it is having on outcomes.
- The school is focussed in promoting the pupils' spiritual, moral, social and cultural development and there is evidence of this in displays around the school.
- The school's website provides much relevant information which is useful for parents and carers.
- The school's Single Central record (SCR) is up to date and in keeping with LA recommendations.
- Overall, the effectiveness of leadership and management is good.

Quality of teaching, learning and assessment

- Most lessons are planned effectively with appropriate work set and exciting learning tasks which the pupils enjoy and are engaged by. The year 6 pupils, for instance, were using Pythagoras' theorem to solve a problem which provided an opportunity to apply their new learning.
- Learning environments are stimulating. Teachers provide displays to support learning through learning walls which pupils use. The shared areas of the school are utilised well and there are some vibrant displays which show case pupils' work and the school's current areas of focus; the impressive artwork and sculptures also contribute to the attractive environment. These could be even better if they also included the learning intentions which would evidence clearly the purpose of the work displayed.
- Assessment information is used by teachers to support their teaching and the best teachers use this to identify where pupils need additional support and ensure that this is in place.
- In the best lessons observed the teachers and teaching assistants were very knowledgeable and skilled; they engaged and enthused the learners and used questioning effectively. Resources were used well and tasks were linked to real life contexts.
- Where teaching was less effective, too much time was spent on asking questions for clarification and so the pace of the lesson slowed. Misconceptions either in the learning or in the expectation of the task were not addressed quickly enough and so learning was hampered and pupil made less progress.
- In all lessons pupils had positive attitudes and were keen to complete their work. They could articulate why they were completing the task and what they

were learning and demonstrated independence and resilience.

- Work in books demonstrates the broad and balanced curriculum offered. Books are generally well presented and pupils take pride in their work. Work is of a higher quality in English and maths books than topic books and ensuring consistency across all books needs to be an area of focus. Progress can be clearly seen. Feedback in books follows the school's marking and feedback policy.
- In all classes the relationships between the adults and pupils are very positive. Pupils respond well to the praise, guidance and support they receive.
- Overall the quality of teaching, learning and assessment is good.

Personal development, behaviour and welfare

- Pupils are articulate and confident and speak very positively about the school. They can talk about what they like about the school – learning – but are also clear about what they want to do more – art and sport. Pupils say they feel safe at school, that behaviour in the school is good and that there is little bullying. They understand how to keep themselves safe.
- Parents spoken to at the start of the school day support these positive views. They report that their children are happy at school and that any issues are dealt with quickly and effectively. All said they could see the positive changes that have happened in the school over the last two years such as the introduction of the Forest school approach and they felt that their children liked their teachers and are well taught.
- Good conduct behaviour was observed in and around the school and pupils were polite to adults and each other and collaborated well in paired and group situations.
- Behaviours for learning are well embedded. Pupils respond quickly to instructions and settle to work quickly. They use learning walls to support their learning and are developing strategies to use when they are stuck. Engagement in learning is generally high – especially when learning activities/challenges are pitched at the right level and are exciting.
- Attendance in 2015 was above average.
- Currently personal development, behaviour and welfare is good.

Outcomes for pupils

- Children enter school with skills which are typically those expected for their age. They make a good start to school and, as a result of effective provision in the Early Years Foundation Stage, begin to close the gaps in their knowledge and skills. From their starting points children make good progress. In 2015 75% of the children achieved a Good Level of Development (GLD).
- The percentage of pupils reaching the expected standard in the year 1 Phonics screening check in 2015 was 100%. The current tests outcomes indicate that this percentage will be maintained in 2016, if the pass mark does not change.
- The 2015 Key Stage 1 data indicates a continuing upward trend since 2010. The percentage of pupils attaining L2+ and L3+ in reading, writing and maths is above the national figures. 59% of this cohort entered KS1 at round the national expectations and so this could represent good progress. Tracking pupils individually from their starting points will show the progress in the detail needed to make a judgement on progress overall.

- The school meets the national floor standards at the end of KS2. In 2015 attainment at level 4+ was above the national average in maths, equal to the national average in writing and just below the national average in reading.
- The percentage of pupils making expected progress in KS2 in 2015 was above the national figures in reading and writing and equal to the national figure in maths.
- The percentage of pupils making more than expected progress in KS2 was above the national figures in reading and writing but below the national figure in maths.
- The progress of most of the disadvantaged pupils at KS2 in 2015 was similar to that of other pupils nationally.
- All lower prior attaining pupils made at least expected progress at KS2 in 2015 in reading and writing and two of the three pupils made at least expected progress in maths.
- The 2015 Inspection dashboard reports that value added by the school to pupils with SEND is broadly average or above for all subjects.
- Current in school data is now more secure after a period of change from levels to the new assessment system. The school uses the STAT Sheffield assessment materials and carry out regular moderation activities to ensure that the data is accurate and robust. The last available data (spring 2016) indicates the percentage of pupils who are on track to reach age related expectations, those who are working at a deeper level and those who are risk of not reaching age related expectations. The majority of pupils in all classes are assessed as working either at or above age related expectations. Where there is a risk of underachievement, the school uses pupil progress meetings to ensure that appropriate support is put in place.
- The school has worked very hard to ensure that there is a robust tracking system in place and has analysed the data carefully. Further work will be carried out to ensure that the end of year data is accurate. In order to judge whether pupils are making good progress the school needs to capture the on-going data over the year, term on term, on the tracking sheets. This will be a natural development of the work that has already been put into the tracking system this year.
- Evidence of progress and attainment over time and from the current data indicate that outcomes for pupils are good.

Effectiveness of the early years provision: quality and standards

- Early years is a strength of the school. Provision areas are focused and it is clear what the children are learning.
- Children respond well to both the indoor and outdoor environment. They are independent and are developing good behaviours for learning.
- Relationships between adults and children and between the children are good. They play well alongside each other and with each other. In an outdoor activity, for example, children worked well together in small groups, looking for bugs using magnifying glasses and identification charts.
- They learn to play and work together well because of the interesting things they have to do indoors and outdoors and the careful ways in which such activities are structured to encourage shared play and learning.
- On entry data indicates the most of the children enter the school with knowledge and skills that are typical for their age and make good progress. 75% of the children achieved a Good Level of Development (GLD) in 2015 with a similar percentage achieving a GLD in 2016.

- Adults are vigilant. They make sure that the children behave sensibly, feel safe and are kept safe. They benefit from receiving a great deal of individual attention from the staff and make good progress in their personal development.
- The teacher and teaching assistants are skilled in questioning the children, and the staff promote children's language development well.
- Pupils are friendly, co-operative, take turns and persistent in their approach to tackling activities. They are well prepared for their transition into Year 1.
- The effectiveness of the Early Years provision is good.

What does the school need to do to improve further?

The school continues to address the recommendations from the previous inspection report (November 2014). The following recommendations aim to strengthen the school's current actions:

- Continue to focus on developing high quality teaching and its impact on learning and progress so that it is at least consistently good.
- Ensure that all work in all books and in all subjects reflect consistently the high standards expected.
- Continue to focus on the impact of marking and feedback so that pupils have the opportunity to respond to any feedback and consolidate their learning.
- Refine the current data tracking system to ensure that it accurately reflects the termly teacher assessment across the year.
- Track the progress of the pupil premium pupils individually as well as a group to ensure that they all make good progress from their starting points.
- Continue to develop a greater understanding of the mastery and deeper learning approach to maths to ensure that pupils are challenged and given opportunities to apply their knowledge and skills.