



North

Yorkshire County Council

**NORTH YORKSHIRE
LOCAL AUTHORITY REVIEW**

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

10th June 2015

**NORTH YORKSHIRE CHILDREN AND YOUNG PEOPLE'S SERVICE
QUALITY & IMPROVEMENT SERVICE**

June 2015

Introduction

- The purpose of this review was to report on the effectiveness of school leaders and governors to address the areas for improvement identified at the last school inspection of November 2014 that judged that the school required improvement.

Structure of the review

The review was undertaken by:

Mike Smit	Lead Reviewer	Lead Adviser
Shan Brough-Jones	Team Reviewer	Education Development Adviser

Evidence Base:

- Advisers observed 7 part lessons most of which were joint observations with the headteacher and deputy headteacher;
- Meetings were held with pupils, the headteacher and senior leaders, staff and governors. The team spoke with parents and pupils informally, in lessons and around school;
- Advisers observed the school's work and looked at pupils' books, progress data, safeguarding information and other documentation;
- The headteacher and deputy headteacher participated in discussions with the review team to shape the final report;
- The team gave feedback to staff observed (as requested) and to the Senior Leadership Team on the strengths and areas to improve.

Context

- Selby Longman's Hill Community Primary School is smaller than average; The school was inspected in November 2014 and judged to **require improvement**. The section 8 monitoring inspection of March 2015 judged that 'Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.
- Since the inspection, two teachers have left and two joined the school.
- The proportion of pupils 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 primary are from minority ethnic backgrounds, as is the proportion of pupils who currently speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is broadly average whilst the proportion supported at school action plus and with a statement of special educational needs is below average.
- The school expects to meet 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 that 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.

Report:

- The headteacher has an accurate and robust understanding of her school; its strengths and areas for improvement. Her self-evaluation is based on a wide range of evidence with judgements applied intelligently and realistically. She has high expectations of herself, of her staff and of the school and these have given impetus to rapid improvements made since the last inspection. This review endorses the self-evaluation judgements.
- The school's rapid improvement plan is built around inspection priorities with appropriate actions framed within an ambitious but realistic time frame and the ambition that the school will be good.
- The deputy headteacher is very effective and her partnership with the headteacher has been instrumental in school improvement. Senior and middle leadership have improved. Collectively the leadership team have set a clear direction for improvement based on agreed high expectations. Now that the school is functioning effectively it is timely to redefine the specialist role of the deputy headteacher with a focus on her expertise in leading teaching and learning.
- The governing body now makes an important contribution to school improvement. They know their school well and understand its strengths and weaknesses

- The spiritual, moral, social and cultural development of pupils is good.
- Behaviour, including learning behaviour, has improved and is now securely good. Pupils are safe and feel safe.
- The quality and consistency of teaching has improved as is shown by improved pupil outcomes. The curriculum has focussed on securing basic skills and knowledge in order to improve reading, writing and mathematics. It is now time to reconsider the application of key strategies and resources in order to ensure that the learning needs of all pupils are met.
- Pupil achievement has improved. The school will be above floor standards in 2015. The school has accrued a range of evidence to support a judgement that achievement is now close to good. This judgement will finally be determined when end of year data is available.
- The Early Years Foundation Stage children are independent and purposeful in their learning and provision is good. This is reflected in the evidence in learning journeys.
- **Senior leaders and governors continue to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.**

Recommendations:

- In order to further improve the effectiveness of leadership in and management of the school:
 - Revisit the school's aims in order that they better reflect and promote the values and ethos of the present school community.
 - Build on the effective work of the deputy headteacher by including in her role moving forward, the leadership of teaching and learning and the curriculum.
- In order to improve the quality of teaching and its impact on pupils' learning and outcomes:
 - Re-evaluate, refine, modify and personalise the strategies used in the teaching of writing and mathematics in order to better and more effectively meet the different learning needs of all groups of pupils.

The quality of leadership in and management of the school are good

- The headteacher knows her school very well. This is reflected in a detailed and well-evidenced self-evaluation summary. Her judgements are accurate and are validated by this review.
- The last inspection report acknowledged the effectiveness of the headteacher but judged that the staffing team were too new for subject leadership and the management of special educational needs. Since the inspection, senior and middle leadership has developed and now makes a significant contribution to school improvement. The deputy headteacher has been a key player in establishing high expectations and driving change.
- Collectively the leadership team is effective. They addressed fundamental and significant weaknesses particularly in the quality of teaching with urgency and, as a result, the school has improved rapidly. Performance management was used robustly to identify and respond to weaknesses in classroom practice. New appointments have strengthened the teaching team. It is time

to reassess the nature and focus of leadership and the application of key strategies to reflect a school that is now effective.

- The current aims and values statement is of a previous regime and does not reflect the school and its new ethos and high expectations. In consultation with pupils, parents, staff and governors it should be rewritten.
- The detailed school improvement plan has allowed school leaders to manage priorities strategically in a costed and time effective way. The rapid improvement plan tracks and evidences the impact made. Together they underline how effective management has contributed to successful leadership.
- School leaders have developed the curriculum to meet the learning needs of all pupils as well as preparing them for the next stage of their education. Resources have been deployed well to address significant weaknesses in writing and mathematics. These have been applied systematically as teachers needed to scaffold their work within a rigid structure to ensure the teaching of basic skills, knowledge and concepts. Now that this has largely been achieved it is time to allow teachers to apply their own professional judgements and to use the resources more creatively and flexibly. This will be particularly beneficial for the most able pupils whose work has sometimes been constrained. School leaders, led by the deputy headteacher in her specific role in leading teaching and learning, will need to monitor the use and application of the resources to ensure that their continuing effectiveness is not compromised.

- New assessment systems are being used consistently to track pupils' progress and achievement in the curriculum and to identify how well pupils are doing and whether they are at risk of under-achieving. Teachers are using this information more overtly in planning lessons meaning that activities are better pitched to meet learning need.
- Safeguarding procedures are effective and meet all current statutory requirements.
- Parental responses to Parent View, Ofsted's on-line questionnaire, are generally positive. Discussions with parents confirmed that negative responses reflect the school as it was at the time immediately before and after the inspection and do not reflect current views. The Head teacher and Governors have worked hard to ensure parents are fully informed of school improvements.
- The school website has been updated, meets statutory requirements and is easy to navigate and informative

- **Governance**
 - The effectiveness of governance has improved. At the time of the inspection it was judged that they were only partially holding school leaders to account and insufficiently focussed on the application of policies. This is no longer the case. For example, the chair of governors has monitored compliance with the school's behaviour policy and has conducted interviews with pupils to evaluate its impact and fairness.
 - Governance is better organised and structured and is stronger and more effective than at the time of the inspection. The teaching and learning committee has been central to school improvement. Governors have a range of skills, experience and backgrounds. They audit and evaluate their own work and this has resulted in additional

training. They understand data and use this to question school leaders and to test the effectiveness and impact of their actions.

- The governing body manage the performance of the headteacher and maintain a strong link between the performance management of staff and pay progression. They triangulate a range of evidence including their knowledge of the day to day running of the school which they observe through regular visits. They know the strengths and weaknesses of the school including classroom practice and its impact on pupil outcomes.
- Governors oversee the curriculum and ensure that it promotes British values of tolerance and respect as well as preparing pupils for the next stage of their education. The school has a positive ethos but this is not defined or described in the current published statement of aims which were written by the previous leadership team.
- Governors ensure that safeguarding procedures meet requirements.

The behaviour and safety of pupils at the school are good

Behaviour

- Longman's Hill Primary is a happy school where pupils enjoy their lessons and where attendance is good. The school has robust systems for monitoring and following up absence and lateness. Pupils are courteous and respectful to each other, to adults and to visitors.
- Pupils describe behaviour as good and recognise that this is a result of the new policy initiated since the inspection and the sanctions and rewards that regulate and motivate them. They are confident that the approach is applied consistently and fairly.
- Learning behaviours have improved as a direct consequence of improved teaching and the growing number of lessons that interest and engage all ability groups. When resources are applied very rigidly with insufficient adaptations in response to the changing needs of different groups there is some minor restlessness as the least and most able, for different reasons, lose concentration.
- Pupils are very aware of different types of bullying including cyber bullying. They understand the difference between bullying and minor fall-outs. Pupils say that there is no bullying currently.
- 'Forest School', tailored to meet the social and emotional needs of a particular cohort, provides pupils with opportunities for self-reflection and collaborative work, has also contributed to improvements to learning behaviours.

Safety

- The school's work to keep pupils safe continues to be secure.
- Pupils say that they are safe and that they feel safe.
- Pupils understand how to keep themselves safe and their views reflect a range of training they have received on keeping fit and healthy. They particularly appreciate the enhanced physical education provision.
- Whilst pupils are well supervised they understand that they have responsibility for their own safety and that of others and take this seriously.

The quality of teaching in the school is good

- The quality of teaching has improved in quality and consistency over time.

- The resolute determination of the head and deputy head teacher has been that improving teaching was at the heart of improving the overall effectiveness of the school. This has rightly been the focus of policy development and of monitoring. Staff now know what good teaching is and understand how its impact must be reflected in progress and ultimately on pupil outcomes.
- Classroom practice has been secured on the basis of high expectations and through the adoption of whole school resources that have been used successfully to instill basic skills and knowledge, including strategies for writing, problem solving etc. School leaders have established non-negotiable expectations that have been monitored regularly to ensure compliance. All pupils have benefitted from this necessary approach and the quality of teaching is now good so staff can afford to bring more flexibility to their teaching in order to bespoke the resources to better meet the needs of all groups.
- Teachers and teaching assistants have good subject knowledge and bring accuracy and sharpness to their work through the judicious use of technical vocabulary. There is a clear focus, over time on developing basic skills and knowledge including the closing of gaps from previous weak teaching.
- Whole school behavior policies are applied consistently and pupils concentrate and work hard in their lessons. They have positive attitudes to learning and this is a factor in the improvement of outcomes. They talk about the direct link between good behavior and learning.
- The best lessons are taught in compliance with school policy but with a creative approach that fully engages and motivates all groups, whatever the range of ability or need. In these lessons pupils take responsibilities for their own learning rather than being reliant on instruction alone. Teachers and teaching assistants accelerate learning by effective and appropriate interventions, questions and prompts. For example, in a Year 2 lesson, the teacher made a clear distinction between an 'answer' and a 'mathematically reasoned answer' ensuring that pupils' calculations and explanations were mathematical. In a Year 3 class, pupils were designing traps for a water goblin with 'open-ended' expectations encouraging creativity within clear expectations and in Y6 the teacher made direct reference to previous misconceptions and incorporated this to ensure embedded understanding through problem solving.
- The marking and feedback policy has proved successful. Pupils say that they understand its application and usefulness in guiding and feeding back on their work. They appreciate the advice they are given on how to improve. The most effective marking, appreciated by the pupils, provides opportunities for response, demonstrating pupil understanding, and this is acknowledged by the teacher.
- High expectations and a focus on learning are evident throughout the Foundation Stage and KS1. Opportunities for writing, and evidence of children's writing, were seen throughout the EYFS provision, including independent and confident application of phonics learning.

The Achievement of pupils in the school

requires improvement

- The school currently judges achievement to be requiring improvement. It is on the cusp of being **good** and the school has accrued a range of evidence to support this judgement. On the basis of targets and predicted outcomes it is anticipated that school leaders will judge achievement as good by the end of the academic year.

- Achievement in the Early Years Foundation Stage and Key Stage 1 shows an upward trend. The percentage achieving a Good Level of Development at the end of Foundation Stage is above national with school data showing that 100% of children have made at least typical progress for their age across reading, writing and maths. Data for Key Stage 1 shows that attainment compares favourably with national and across all subjects the average attainment for both boys and girls is above age related expectations.
- The good start in literacy in the Foundation Stage, alongside effective teaching of phonics, has ensured that over time pupils perform better than the national average in the Year 1 phonics screening check, with 100% of pupils expected to achieve the required standard in 2015.
- Many of the Key Stage 2 data measures have historically been below the National average, reflecting historic underachievement and weaker teaching. However, school leaders predict that it will be above floor standards in 2015 and school tracking data for 2014/15 shows a stronger picture for percentages making more than expected progress. Accelerated progress across KS2 for the current Y6 cohort aims to result in attainment being in line with national.-
- Evidence from scrutinies of pupils' work across the school shows that generally pupils make good progress. Changes to marking and feedback have accelerated this progress as pupils are now routinely given advice on the priorities for improving their work.
- Improved teaching means that pupils of all groups are now making good progress in lessons.

The effectiveness of the early years' provision: the quality and standards are good

- Children behave well; they are self-motivated and independent in their learning.
- The range of provision provides children with opportunities to learn within surroundings that have clear boundaries and high expectations focussed on good learning behaviour; cooperation, sharing, problem solving.
- These expectations are shared and reinforced by all adults.
- Resourcing and provision has developed over time and offers opportunities for self-directed learning and challenge which build on carefully planned teaching.
- Alongside the effective teaching of phonics, the developing environment and provision promotes writing which results in children independently and purposefully recording their learning. For example, children in the role play area outdoors were recording who was going to have hot dinners and packed lunches.
- Adults know their children well and this is evident in learning journeys and through the support given to individuals.
- Parents are very happy with the care and learning provided for their children in Foundation Stage.

CC:
Andy Lancashire, Principal Adviser Primary