

September 2018

Dear Parent / Carer,

As ever, the Senior Leadership Team, staff and governors have continued to work incredibly hard so that we can provide the very best education for your child.

Monitoring what goes on, day in, day out within our school continues so that we know exactly how well the children in our school do. We have an accurate self-evaluation of our school and this was verified by the OFSTED team (Nov 16) and the Local Authority (June 18) who agreed that our school is a securely good school in all areas with outstanding behaviour and welfare of pupils. This year, we have been approached to support other schools both within our Local Authority and neighbouring ones, to share the good practice and skillset we have at Longman's with other schools in a vulnerable position. This emphasises the good reputation we have as a school.

The end of year data for our school is good. Early Years provision remains a strength of the school and our youngest pupils achieved well with 73% of them reaching a 'Good Level of Development', remaining slightly above the national figure of 71%.

The data for the end of Key Stage One is strong once again. The children at Longman's Hill attained well; our data is significantly above the national data in all areas.

The teaching of phonics which was an area of concern 5 years ago is now a strength of the school. 100% of Y1 children passed the screening check at our school for the fourth year in a row. This is an incredible achievement of which we are rightly proud.

In Key Stage Two, Longman's Hill children achieved in line with other children nationally for Spelling / grammar and reading. In writing, Longman's children achieved better than children nationally but in maths, achieved less well but not significantly so (school 70%, national 73%). Progress measures at Longman's Hill are also well within the parameters set by the government this year.

Even though Longman's Hill remains in a strong position, we cannot afford to become complacent. Once again our School Improvement Plan for 2018/19 will be ambitious with realistic timeframes to ensure the improvements are embedded. Previous changes we have made are having great impact on the achievement of our children. One of the things we will continue to focus on next year is further development of the 'whole child' and we have a lot more work planned around promoting positive mental health, consolidating the great work already started last academic year. The mental health of children and young adults in the UK remains a growing concern nationally and we want to ensure we do our bit to ensure children at our school are happy and resilient.

We are sharing the key improvement areas with you so that you have a clear overview of what we will be trying to achieve next year (see below). These are listed in each of the key OFSTED areas and reflect the work we are doing to continue our journey from a securely good school to an outstanding one. Many of these are actions we have already implemented in school but will continue to focus on to ensure they are embedded.

I would like to take the opportunity to thank all of the hard working staff and governors in our school community. Their dedication and commitment to continually improve has been rewarded and we look forward to a bright future. I would also like to thank you as parents and carers for your continued support of the school. It really is greatly appreciated.

Mrs J Elcock

Mrs S Porter

Headteacher

Chair of Governors

KEY PRIORITY 1: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

- Continue to hold leaders, including subject leaders, to account for raising standards in their areas of responsibility
- Continue to build school to school partnerships and consolidate our offer of support to other schools
- Further strengthen safeguarding of children – ensure all staff participate in refresher training particularly in respect of new guidance from the DfE (from Sept 2018).
- Continue to monitor the suitability and ensure the continued implementation of a broad curriculum

KEY PRIORITY 2: TEACHING, LEARNING AND ASSESSMENT

- Continue to ensure work is set that is always challenging and suitably matched to the ability levels of pupils in all classes and subjects
- Continue to increase the proportion of teaching which is outstanding across school and its impact on pupil outcomes

KEY PRIORITY 3: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- Consider how Spiritual, Moral, Social and Cultural aspects of learning are promoted within our school and evidence this/ develop further opportunities
- Continue to explore, introduce and embed methods which will develop children's self-confidence, resilience and promote good mental health

KEY PRIORITY 4: OUTCOMES FOR CHILDREN AND LEARNERS

- Promote and develop use of metacognition strategies in order that pupils are able to monitor, direct and review their own learning.
- Continue to secure high standards in writing and ensure all pupils continue to achieve well in writing
- Continue to secure high standards in reading and ensure all pupils continue to achieve well in reading Develop children's speaking, listening and oral language skills and their impact on reading & writing
- Further raise attainment and accelerate progress in maths, particularly in KS2
- Continue to improve the quality of teaching so that all pupils make rapid progress, particularly those who are most able.
- Continue to ensure pupils who have special educational needs and those eligible for pupil premium funding achieve well

KEY PRIORITY 5: EFFECTIVENESS OF EYFS PROVISION

- Increase the proportion of children making better than expected progress from on entry and attaining above ARE end of FS2 (ELG 3)
- Broaden children's vocabulary and close the word gap, particularly for vulnerable pupils entering EYFS