

Long Lee Primary School

Cherry Tree Rise, Long Lee, Keighley, Bradford, BD21 4RU

Inspection dates	19–20 January 2016
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the last inspection the school has been through a prolonged period of turbulence. During this time, standards have fallen in all aspects of the school's work.
- There are increasing signs of improvement, but developments in leadership and teaching have not been fast enough to secure good outcomes for pupils.
- Teaching is inconsistent. Consequently, pupils' progress is variable. Not all teachers use what they know about pupils, particularly the most able, to plan tasks that challenge them. In some instances, teaching in writing and phonics has reversed some of the good progress seen last year.
- Not all leaders, particularly middle leaders, are contributing effectively to school improvement.
- Recent changes in assessment and the recording of pupils' progress have led to confusion about what good progress looks like. This means self-evaluation is over generous.
- Leaders have not maximised fully the time available to address underachievement. They do not evaluate quickly and consistently the checks they make on pupils' progress or the impact of interventions, particularly for disadvantaged pupils and those with special educational needs.
- Although much improved, teaching in the early years requires improvement. Aspects of the setting's provision need further development to ensure all children, particularly the most able, make the progress they are capable of in writing.

The school has the following strengths

- The strategic federation leader has brought integrity, purpose and vision to the school. She has quickly developed the foundation of a positive culture for learning and an environment where pupils can thrive and feel safe. This is now a happy, harmonious school which has just turned a corner after a prolonged and difficult period.
- Pupils' personal development and welfare is a strength and has formed the bedrock for some of the improvements seen.
- Governance has strengthened as a result of lessons learned. Governors now have the commitment, knowledge and skills to provide the challenge needed.
- The Silver Birch Hub provides high-quality care and education for the pupils who access this provision. This enables these pupils to make good progress.

Full report

What does the school need to do to improve further?

- Increase the effectiveness of leadership and speed up the pace of improvement by ensuring that:
 - all middle leaders have the skills and knowledge to contribute fully to the improvements needed in teaching, learning and assessment
 - no time is lost in addressing any underachievement in the regular cycle of school improvement
 - everyone is clear about what good progress looks like, not only on paper but in pupils' work
 - teacher performance targets are set to focus precisely on what is needed to address the underachievement seen in each year group
 - the wealth of information the school collects about teaching and pupils' progress is evaluated in a timely, accurate and succinct manner in order for governors to challenge leaders more regularly and precisely about the progress pupils are making, in particular disadvantaged pupils and those with special educational needs
 - all parents understand the benefits of being part of a federation so they can support the work of the school and their children fully.

- Improve the quality of teaching so that it is consistently good in order for pupils to make better progress by making sure that all teachers:
 - have the subject knowledge they need to teach reading and writing effectively
 - use assessment effectively to plan steps in teaching that address any misconceptions or gaps in learning and provide challenge where it is needed, particularly for the least and most able and particularly in reading and writing
 - use the generous staff resource they have in class effectively to maximise learning and progress
 - follow the school's marking and feedback system consistently and effectively to help pupils know what to improve, particularly in writing but, on occasions, in reading.

- Continue to improve the quality of teaching and improve outcomes further in the early years by ensuring that:
 - children's individual targets which are set for improving writing are the right targets and are suitably challenging
 - children in the Reception class have access to good models of writing to enable them to understand what 'good' writing looks like and to celebrate success
 - the most-able pupils are challenged and make the progress they are capable of
 - children take responsibility for resources and understand the importance of tidying up as they go about their play and learning.

An external review of the school's use of pupil premium should be undertaken in order to assess how this aspect of leadership and management can be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leadership over time has not sustained the good standards of teaching and achievement seen at the last inspection in February 2007. It is only recently that the school has begun to turn a corner.
- Initially, the local authority was slow to act on concerns raised about the school and only in 2014 did it begin to hold the school to account and seek to find a successful resolution to the leadership of the school.
- Leaders have only recently capitalised on the federation partnership between Long Lee and Ingrow primary schools. Some parents are struggling to see the purpose and benefit of the partnership, despite leaders' attempts to communicate this.
- The development of leadership, in the strategic federation headteacher's words is, 'a work in progress', because the leadership team is still growing and developing. Thus, not all leaders are contributing effectively to school improvement. Their work has been hampered by further staff absence.
- During the inspection, some senior and middle leaders found it hard to quantify and agree what good progress looks like because of recent changes in assessment and the way the school tracks and records pupils' progress. From other evidence inspectors gathered with senior leaders, it was agreed that outcomes for pupils required improvement, due to inconsistencies in teaching.
- Leaders' evaluations do not focus sharply enough on the impact of teaching on pupils' learning and progress even though there is a wealth of information about teaching and pupil performance.
- Despite quickly developing much needed teacher performance management systems and structures, the targets senior leaders have set and share do not focus sharply enough on addressing underachievement. This means leaders and governors are unable to check precisely what impact teaching is having on pupils' progress, particularly for key groups of pupils such as the most able, disadvantaged pupils and those with special educational needs.
- Although the additional provision for pupils with special educational needs is improving, leaders have been slow to act on the information gathered regularly by teachers to maximise pupils' learning and development. Leaders do not check robustly enough on the impact this provision is having on current pupils' progress.
- The leadership of the Silver Birch Hub, a behaviour support unit managed by the school, is good. There is strong and effective leadership, good teaching and good care of pupils. Consequently, pupils thrive and make good progress.
- The curriculum is broad and balanced and promotes pupils' understanding of the world and their social, moral and cultural development well. For example, when studying Ancient Greece, pupils explored the concept of democracy and how this looks in modern society and, from a recent visit to London, they compared life in their own town to that of life in London. The spiritual aspect of pupils' learning is less well developed. Pupils say they enjoy their lessons and the opportunities they have to research and use and apply the skills they are learning in literacy and mathematics both in school and as part of their homework.
- Specialist teaching in Spanish and physical education (PE) ensures that pupils make good progress. Leaders have used the additional sports funding to provide and help teachers to deliver higher quality PE lessons and give pupils access to a wide variety of sports activities after school. This is a good example of how the federation is seeking best value and supporting improvements in teaching and pupils' learning.
- The school works hard to uphold the values it promotes and adults in the school model these well. Pupils recognise this and, in turn, they seek to empathise and be respectful and tolerant of others and they understand the importance of these attitudes and values. Pupils play a key role in decision making and take responsibility for aspects of the school's work, such as changes to the school library and the kind of literature they would like to be available. The strategic federation leader is keen to ensure this school develops the whole child and pupils live up to the school's motto to 'be the best that you can be' in all aspects of their learning and life. This has been the bedrock on which improvements are being made.
- The school's arrangements for safeguarding are effective. Leaders place high priority on the safety of pupils and have efficient systems and procedures in place to ensure this, in addition to tackling issues before they escalate further. The school proactively seeks to work with partners, such as the police, to teach pupils about how to keep safe and to raise awareness. Pupils say they value this and know the importance of it.
- **The governance of the school**
 - Lessons have been learned from the school's decline. The governing body has a clear vision for the school based on the self-evaluation it is involved in. Governors are well informed about what the school's priorities are and, over time, they have ensured they have the knowledge and skills to make increasingly

robust checks on the school's progress and the accuracy of the assessment information provided by school leaders. Because of this, they are able to explain clearly which aspects of the school's work were good and which needed further development and why. However, recent changes to assessment and ways of recording mean that the information provided by school leaders is not giving governors the precise information they need to challenge any underachievement.

- The governing body makes sound financial decisions to maximise the quality of leadership and teaching. Through the federation of the two schools and single governance, best value is ensured which is contributing to the school's improvement.
- This financial year, leaders have ensured that pupil premium funding is better targeted to individual need based on an evaluation of last year's spending. (The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils and close the gap between them and their peers in school and nationally.) Again, recent changes to the assessment and recording of pupils' progress mean governors do not have as clear a picture of the impact of this funding as they did.

Quality of teaching, learning and assessment requires improvement

- Over time, weaknesses in teaching have led to a decline in pupils' achievement and significant gaps in their learning. There is now more teaching that is good but some inconsistencies remain, which means pupils are still catching up.
- Where teaching requires improvement, teachers do not plan sequences of teaching and learning that enable pupils to make good progress. They do not build on what they know pupils can do and need to learn. This is especially evident in writing, where work is either too hard or too easy and, in some instances, pupils spend time repeating things they can already do. In some instances, teachers' expectations are low or they provide too much help when it is not needed. This has resulted in a decline in standards of writing. Some teachers do not use the school's marking system consistently or effectively to help pupils improve or to know what to improve. This is slowing progress.
- Improvements in the teaching of reading and phonics have ensured better progress for many pupils but, again, this is not the case in all classes. Some teachers do not use assessment accurately enough to ensure that pupils read books at the appropriate level. Some younger, less able pupils do not apply their use of phonics (the sounds letters make) confidently, even though staff listen to them read every day.
- In Key Stage 2 there is a buzz about reading, as pupils, in consultation with leaders, seek to develop their library. More able readers are being challenged to deepen their understanding and demonstrate they can apply what they learn in writing to their analysis of what they read and vice versa. Pupils say they love reading and have more opportunities to read both in school and at home. For example, the new online reading resource is particularly popular and is helping to promote positive attitudes to reading.
- Improvements in the teaching of mathematics are tangible and the leadership of the mathematics coordinator has been instrumental in securing this. She has ensured that teachers have a better understanding of the requirements of the new curriculum and assessment. Whole-school training means teachers are more aware of the steps pupils need to take to make good progress and deepen their understanding of mathematical concepts. Where she has worked more intensively with teachers, improvements in teaching have been rapid but, as yet, she has been unable to provide this level of support for all teachers. Consequently, there are still inconsistencies in the teaching of mathematics leading to variable progress.
- Well targeted support from senior and middle leaders both in the school and federation, combined with appropriately planned professional development, increased challenge and greater accountability, have all contributed to the improvements seen. Three newly qualified teachers and teaching assistants have benefitted from this well-targeted support. Many teaching assistants make a positive contribution to pupils' learning and progress through specialisms such as nurture and speech and language. However, not all teachers use this additional class-based resource to good effect.
- In most classes, positive relationships and good behaviour management provide a strong foundation for learning and pupils understand what teachers expect of them. Routines are well established. This ensures pupils are attentive and focused on their learning, and time for learning is maximised. Pupils work well together on collaborative tasks and teachers and teaching assistants are increasingly using questioning effectively to probe and challenge pupils' thinking. This excites pupils about their learning and they want to be challenged.
- The school now has a number of good role models in teaching, alongside some dedicated subject leaders

who support others to improve. This has worked well in developing the three newly qualified teachers who joined the school in September.

- Improving teaching in other curriculum areas is a 'work in progress' but does not undermine pupils' enjoyment of the curriculum and thirst for learning. Senior leaders have rightly prioritised improving teaching and standards in the core subjects and establishing effective and accurate assessment. Quality teaching is evident where specialist teachers have been used, such as in PE and Spanish, but in other subjects, such as science, leaders admit there has been less of a focus.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good and is a strength of the school. Through this work, pupils are increasingly better prepared for life modern Britain.
- This work has provided the foundation for the improvements seen in the schools' culture and ethos and is the bedrock of pupils' growing self-confidence and awareness, not only in their personal, social and emotional development but in their learning. Pupils say clearly how much this has changed.
- Pupils are proud of their school because of the positive changes that have been made and because they, through a democratic process, can help to shape the school's development and support others in the local community and beyond. Their fundraising work, for example for victims of the recent floods, is developing their skills to empathise and know the importance of social responsibility.
- Pupils' knowledge of how to stay safe is developed well because senior leaders have placed an important emphasis on this. Pupils understand clearly what bullying means, including racism and online bullying and demonstrate a high level of emotional intelligence when discussing these matters. The school agrees that pupils would benefit further from exploring issues around lesbian, gay, bisexual and transgender forms of prejudice. Pupils say they feel safe and bullying is rare but are confident in the present climate that any concerns would be acted upon.
- The Silver Birch Hub and nurture group make a significant contribution to pupils' social and emotional development, as well as their behaviour and attitudes to learning which means pupils can be better integrated back into class. The aim is always to make pupils ready to learn.
- The work of the federation's PE teacher, partnerships with other local schools and the curriculum ensure pupils understand fully the importance of keeping fit and healthy and, increasingly, more pupils are taking part in a variety of sporting activity outside of school. A breakfast club provides a healthy and happy start to the day.

Behaviour

- The behaviour of pupils is good.
- Pupils are increasingly taking responsibility for their own behaviour and leaders have worked hard to promote good levels of self-discipline. This can be seen in pupils' behaviour in lessons and around school, particularly as they negotiate a large and complex building that requires them to walk some distance to the hall or playground. Adults model positive behaviour and relationships well and this has started from the top.
- Generally, behaviour in lessons and attitudes to learning are positive, even where teaching is not as good as it needs to be. Pupils' good behaviour has enabled teachers to explore and use different and increasingly effective learning strategies which help pupils to develop key life and work skills.
- Attendance has improved to above national levels over the last three years. Leaders are sustaining these good levels of attendance for all groups because of the systems and procedures they have established and refined. Persistent absence continues to be similar to that seen nationally. Pupils understand the value of good attendance because weekly assemblies promote its importance and celebrate good attendance. Nevertheless, leaders do not evaluate their successful work in this aspect as regularly or sharply as they need to, even though they have gathered the evidence.

Outcomes for pupils require improvement

- Over time, standards in pupil performance have fallen at the end of Key Stage 2 to levels significantly below those seen nationally. This trend began to reverse in 2015 but pupils' outcomes are still too low. There are

indications that leaders' actions are continuing to reverse this trend, but not rapidly or consistently enough throughout school.

- Historically, assessments of pupils' attainment have been inaccurate and have not reflected the actual abilities of pupils. This means that many older pupils have significant gaps in their learning which leaders are addressing, but not effectively enough to secure quickly the good and, in some instances, outstanding progress that is needed to catch up from very low starting points.
- Over time, progress in Key Stage 1 has not been good enough. Standards have been significantly below those seen nationally. This trend is reversing and pupils are now making better progress, but not yet consistently so across Years 1 and 2 to capitalise on the improved starting points seen in 2014 and 2015.
- Improvement continues at Key Stage 2, but it is not yet sufficient or consistent enough across the key stage to ensure good progress. Where teaching is strongest, progress has been more rapid. Assessments from December have not yet been moderated fully. While undertaking a joint work scrutiny, inspectors found inconsistencies in leaders' expectations of progress and what was seen in pupils' work.
- Leaders have worked hard to improve standards of reading and this is starting to bear fruit across school. This is because of improvements in the teaching of phonics, work with parents and a whole-school strategy for ensuring pupils have positive attitudes to reading and read more widely and often. Nevertheless, inconsistencies in teaching and teacher assessment mean pupils do not always read books at the appropriate level; nor are these pupils, particularly the least able in Key Stage 1, supported well enough in their reading to use and apply their phonics.
- Outcomes for the most-able pupils require improvement. In reading and mathematics, more pupils are beginning to achieve the higher standards, but this is not yet consistently the case in writing or across the school.
- In 2015, disadvantaged pupils did as well as pupils nationally in Year 6 and better than their peers in school, but this was not a consistent picture throughout school and across different subjects. The school's own assessment information indicates that these pupils are making expected progress and better progress in the classes where teaching is stronger. This is not sufficient to ensure the attainment gap closes sooner rather than later.
- Historically, there were large numbers of pupils on the special educational needs list and these pupils did not make good progress. The progress of current pupils is variable from class to class and progress in reading is much stronger than in writing and mathematics. As with other aspects of assessment and the tracking of pupil progress, leaders are grappling with this to ensure there is an accurate and precise evaluation of the progress these pupils make and why. Nevertheless, there are more robust systems in place to ensure pupils are accurately assessed as having special educational needs.
- Pupils in the Silver Birch Hub make significant progress in their personal, social and emotional development leading to better progress in their academic work than they have seen previously. This enables a good proportion of these pupils to return to mainstream schooling.

Early years provision

requires improvement

- There are many emerging strengths in the leadership and teaching in the early years but some aspects require further improvement.
- Changes in the way the school records children's progress are still being embedded. Consequently, there is a lack of clarity about what good progress looks like. Leaders do not have a secure grasp of the progress particular groups of children are making, including those who are disadvantaged. As a result, leaders are not able to evaluate the effectiveness of the provision sharply enough and use this additional funding to help these children catch up quickly.
- In Reception, there is little writing on display to model expectations or celebrate children's achievements in writing. In some instances, the targets set for writing are not the appropriate ones and this slows children's progress. There is too little challenge in the activities set for the most able and consequently, these children, too, often have to wait for an adult to direct them. Nevertheless, it is clear that there is an increased focus on developing children's literacy and numeracy skills and the environment is rich with resources to enhance language and mathematical development. There are increased opportunities for writing which children enjoy accessing.
- Historically, the school held the view that attainment on entry to the school was low, which lowered the school's expectations of what pupils could achieve from the outset. Leaders have ensured accuracy in the baseline assessment and, combined with better teaching, this has led to a rise in the proportion of children

meeting age-related expectations at the end of the early years and has ensured they are better prepared for learning in Key Stage 1. In 2015, standards at the end of Reception were above those seen nationally and improvements were seen in children's reading, writing and mathematics.

- Although adults ensure children's safety through appropriate risk assessments, it is not always applied consistently. For example, on day one of the inspection, inspectors noted trip hazards due to children not tidying resources away. Also, adults did not stop children from running or skipping which could have caused an accident. Within the setting, there are positive relationships between adults and children that ensure children feel safe, happy and well cared for.
- Relationships with parents are strong and parents speak highly of the staff. They value the good communication between home and school and the opportunity to contribute to the assessment of their child's development.
- The early years leader checks closely on the work of her team and stretches her influence beyond the early years into Key Stage 1 to good effect.
- Effective use has been made of external support and the federation to secure improvements in teaching and provision. Close working with external partners and the speech and language therapist employed by the federation is helping to tackle barriers to children's language development and accelerate their learning and development.

School details

Unique reference number	107265
Local authority	Bradford
Inspection number	10002565

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	396
Appropriate authority	The governing body
Chair	Mrs Racheal Mulcock
Executive Headteacher	Mrs Angela Vinnicombe
Head of School	Mrs Susan Holdsworth
Telephone number	01535 603986
Website	www.longleeprimary.org.uk
Email address	office@longlee.bradford.sch.uk
Date of previous inspection	7 February 2007

Information about this school

- Long Lee Primary School is larger than the average two form entry primary school and the number of pupils on roll is increasing each year.
- It is part of a hard federation of two schools managed by one governing body. The other federation primary school is a good school with outstanding leadership. There is a strategic leader of the federation with responsibility for both schools and each school has a head of school. Two assistant headteachers work across the federation and a further three assistant headteachers are based in the school.
- The large majority of pupils are of White British heritage with a smaller than average proportion of pupils from ethnic minority backgrounds, mainly Pakistani.
- The proportion of pupils known to be eligible for pupil premium funding is similar to that seen nationally and the school's deprivation indicator is similar to that seen nationally.
- The proportion of pupils with special educational needs and those supported with a statement of special needs or an education, health and care plan is below that seen nationally.
- In the early years, the school provides full time education for Reception children and there is daily half day provision in the Nursery for three- and four-year-olds.
- The school manages a short term behaviour support unit known as the Silver Birch Hub and has recently set up nurture provision.
- The school manages and runs a breakfast club from 8am each day.

Information about this inspection

- Inspectors observed a range of lessons for differing periods of time across the school. Some observations were with the heads of school.
- Inspectors also undertook, with school leaders, a work scrutiny of English and mathematics work and work in the curriculum.
- Inspectors heard pupils in Key Stage 1 and 2, and pupils of differing abilities, read.
- Pupils' behaviour in lessons, during breaks and at lunchtimes, was observed.
- Inspectors held discussions with the executive headteacher, the two heads of school and other senior and middle leaders who hold strategic and subject responsibilities. Discussions were also held with three members of the governing body, including the Chair and vice-chair, staff and pupils. Inspectors also took into account the most recent pupil and staff surveys.
- Inspectors scrutinised a range of documentation relating to school improvement and pupils' development and welfare.
- Inspectors met with parents at the start of the school day, and took into account the views of parents from the most recent school survey and the online questionnaire (Parent View).

Inspection team

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Her Majesty's Inspector

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