

Long Lee Primary School

Cherry Tree Rise, Long Lee, Keighley, West Yorkshire BD21 4RU

Inspection dates

31 January–1 February 2018

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

Summary of key findings for parents and pupils

This is a good school

- Senior leaders and governors have high expectations. Staff are clear about leaders' ambitions and support them well. As a result, the overall effectiveness of the school is good.
- Systems for checking teachers' performance are good. Astute use of professional development and the sharing of best practice across the federation have resulted in good teaching and good leadership.
- Teachers' skilful questioning helps pupils to gain a good understanding of what is being learned and overcomes misconceptions.
- Teaching assistants make a good contribution to pupils' learning, especially early reading and phonics. Teachers deploy their assistants well to ensure that pupils make good progress.
- Sophisticated systems for tracking pupils' progress are used skilfully by senior leaders to prevent underachievement. Consequently, pupils' progress is good in reading, writing, mathematics and a range of subjects.
- The extra funding for disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities is used effectively.
- Children settle quickly into early years. They make good progress because of good leadership and good teaching.
- Leaders make sure that the curriculum makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Pupils said that they are safe in school and enjoy school. Parents and carers believe that children are safe. Attitudes to learning are good.
- There are high-quality systems in place to keep pupils, including those in the Silver Birch Hub, safe and protected from harm.
- Governors have an excellent understanding of the school. They make sure that pupils are achieving well and hold leaders to account for their work.
- Most subject leaders use a wide range of information to check pupils' learning. Some are skilled. Others have yet to fully develop their analysis of pupils' work and the quality of teaching in their areas.
- At times, work set in mathematics is not challenging and reading skills are not checked consistently well. Some pupils, mainly boys, do not have good attitudes to their learning.
- Occasionally, some children are not taking opportunities to use reading, writing and mathematical skills independently in early years.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching to increase pupils' progress further by ensuring that:
 - work set in mathematics is consistently challenging, especially for the most able
 - teachers check the reading skills of least-able pupils thoroughly to improve pupils' vocabulary and their understanding of what they are reading
 - pupils, especially boys, make a significantly positive contribution to their learning.
- Further increase the rates of progress in early years by ensuring that children apply their skills in reading, writing and mathematics independently.
- Increase the effectiveness of leaders by making sure that all subject leaders are skilled in checking pupils' learning and improving the quality of teaching in their areas.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders and governors have developed a strong sense of purpose among all staff and morale is high. Leadership has been successful in developing the quality of teaching to make sure that pupils' learning and achievements are good. Staff and parents are giving leaders their full support in ensuring that pupils receive a good education.
- Teachers' performance management is used very skilfully to identify strengths in teaching and leadership, as well as aspects to improve. Teachers who have recently joined the profession receive good guidance from senior leaders to help pupils make good progress. Senior leaders make sure that support and coaching are arranged to ensure that the quality of teaching is consistently good, overall.
- A performance review system for teaching assistants identifies training needs and has led to good provision for pupils. This is a good example of the school's commitment to equality of opportunity for all.
- Leaders have an accurate view of what is working well in the school and systematically tackle areas they believe need further improvement. The school's plans for improvement focus well on the key priorities for the school. Professional development is designed around areas that need improving in the school. The effect of this work is checked regularly and is resulting in good pupil progress. For example, pupils' reading is a focus this year, and good improvements were noted by inspectors.
- Leaders track pupils' progress exceptionally well using a wide range of information. Swift action is taken to help pupils to catch up, should they be falling behind. Teachers and leaders are proactive and identify actions to strengthen pupils' progress.
- Increasingly, middle leaders are playing their part in improvements across the school and their subject areas. Skilled leadership in English and mathematics has led to good reading, writing and mathematical skills. There are a few subjects in which pupils' progress and the quality of teaching are not consistently good, and subject leaders have to address this fully.
- The wide range of subjects and additional activities support pupils' good learning and their good personal development, behaviour and welfare. Pupils' spiritual, moral, social and cultural understanding is developing very well indeed. Links with other schools promote respect for different cultures and religions. Art, music, dance, visits to the theatre and religious education all contribute well to their spiritual and cultural understanding. Pupils are well prepared to become good citizens in modern Britain.
- The primary school physical education and sports funding is used very well. Pupils take part in a wide range of competitive sport, including football and netball. They receive specialist coaching in rugby, table tennis and karate.
- Disadvantaged pupils benefit from targeted support from teachers and assistants. Leaders make sure that the extra funding for disadvantaged pupils is used very effectively and is having a good effect on pupils' learning, personal development and

attendance.

- The use of funding for pupils who have SEN and/or disabilities is highly effective. Leaders are relentless in their determination to provide the very best support in class and in small groups. The school's approach in considering pupils' social, emotional and mental health needs, alongside other needs, has led to these pupils making good, and sometimes rapid, progress.
- There is highly effective leadership of the Silver Birch Hub. Staff are skilled in managing the learning and behaviour of pupils in the hub. Across the school, staff's management of behaviour has benefited considerably from the work of the hub leader who is also the behaviour lead for the school. Consequently, behaviour is good.
- The local authority and the federation have made a good contribution to the improvements made since the previous inspection. The local authority checks the work of the school regularly and has verified leadership's views about the school and the new initiatives recently introduced for reading and writing. The headteacher has made sure that skilled leaders and teachers in the federation work with the school, and this has improved the quality of teaching and leadership.

Governance of the school

- Governors make an excellent contribution to the leadership of the school. They are ambitious for pupils. They challenge and support leaders highly effectively, to make sure that they have a comprehensive understanding of the work of the school.
- Governors audit their skills and attend relevant training to improve them. Induction for new governors is very effective. Consequently, governors are highly skilled and focus strongly on evaluating their work and the work of leaders. They are very clear about the use and effect of additional government funding for disadvantaged pupils and those who have SEN and/or disabilities, as well as the physical education and sport funding. Governors have a clear understanding of teachers' performance management and of how it links to pay. They are keen to emphasise that performance management is key in identifying professional development for staff.
- Governors know the school well, its strengths and what needs to be done to improve it further. They have supported leaders in improving the school's overall effectiveness.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding records are of a high quality and clearly indicate the school's commitment to keeping all pupils safe. The school works closely with external agencies and parents to make sure that the most vulnerable pupils are safe.
- Child protection training for staff and governors means that they are knowledgeable and up to date with the latest guidance and legislation. Policies and procedures are fit for purpose. Staff are vigilant and know what to do should they have any concerns about children's welfare. Staff, including those working in the Silver Birch Hub, know that it is everyone's responsibility to keep children safe and protect them from harm.

- Governors and leaders make sure that all adults on the site are checked to confirm they are suitable to work with children. The school's central register for staff's suitability to work with children is well kept. Safeguarding audits are conducted and governors receive regular reports. The local authority has identified the school as having exemplary practice, and plans are in place to share this with other schools.

Quality of teaching, learning and assessment

Good

- There has been a significant change in teaching staff since the previous inspection. Leaders have made sure that very effective professional development has supported new staff and those who were in the school at the previous inspection. This has resulted in good teaching across the school and good progress for pupils.
- Questioning is skilful and adjusted to the varying abilities of pupils. The dialogue between teachers and pupils helps to correct misconceptions quickly. As a result, pupils gain an accurate understanding of what they are learning and produce work of a good standard.
- Teachers use their good subject knowledge to give clear explanations that help pupils settle quickly to their work and make good progress. Interesting tasks are well planned, and pupils engage well with their learning. Staff use praise and rewards very well and, as a result, most pupils contribute well to their learning.
- An analysis of pupils' work showed that teachers plan many good opportunities for pupils to use their reading and writing skills very effectively across a wide range of subjects, including Spanish. However, there are times when work set in mathematics is not pitched well enough to challenge the most able pupils. Staff and leaders are developing greater opportunities for pupils to use their mathematical skills in a wide range of subjects.
- Teachers have high expectations of what pupils can achieve, and this is ensuring that pupils make good progress. They set challenging tasks, particularly in writing and reading comprehension to support pupils' good learning. Occasionally, the reading skills of least-able pupils are not checked well. Consequently, there are times when these pupils do not read challenging texts fluently or understand the vocabulary used.
- Pupils' books showed teachers giving feedback in line with the school's assessment policy. There are many examples of pupils using this feedback well to improve their work. However, boys are not consistent in using the feedback to improve their work.
- Teaching assistants work very well with pupils and are clear about what they are expected to do in class and when working with pupils outside the classroom. Teaching assistants have benefited from additional training and have a good understanding of how pupils learn and develop skills, especially in reading and phonics.
- Good relationships and mutual respect exist between pupils and adults. This helps lessons flow smoothly, and good learning takes place.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils listen to others' opinions and show respect for each other and adults. They listen to each other's points of view and are proud of their school.
- Pupils are keen to share their views about the school. They are exceptionally confident in the adults who work with them. They know that bullying is infrequent and adults do not tolerate it and deal with it swiftly. Pupils told inspectors, 'This is a school where you are listened to, and we are one big family.'
- Pupils told inspectors they enjoy school and feel safe. They are very clear that staff are readily available to deal with any worries or concerns they might have. In lessons, pupils learn about how to stay safe and keep healthy. They learn how to be friendly and welcoming and consider how to stay physically and emotionally healthy. Pupils complete a 'daily mile', running or walking in the school playground.
- Visitors make a good contribution to pupils' knowledge of how to stay safe and keep healthy. Police officers, the fire brigade and an expert in computing all make a strong contribution to pupils' safety. Digital leaders, pupils trained in internet safety, share their expertise with other pupils in their classes or in assembly.
- There are good opportunities for pupils to take on leadership roles. They are proud of being elected as school councillors and volunteer to be school librarians, reading buddies and maths ambassadors. Pupils vote for the school council and learn about democracy, liberty and the law.
- Pupils develop a 'pupil charter', class behaviour rules, which they keep well. There is a 'friendship club' promoted by pupils so that no one is left out. The curriculum makes a good contribution to pupils' knowledge of what makes a good citizen.
- Pupils play well together at breaktime, lunchtime and in the breakfast club. There are good opportunities for pupils to use a wide range of equipment to play well together and socialise. There are highly effective procedures in place to keep children safe in school, especially the most vulnerable children. Pupils enjoy breakfast club and are safe and happy.
- In lessons, pupils are keen to please their teachers and usually present their work well. Occasionally, the quality of presentation slips, but picks up again when they are reminded by their teachers.
- Parents and staff are unanimous in their views that children are safe and well cared for in school.

Behaviour

- The behaviour of pupils is good.
- Pupils know what is expected of them. The new behaviour system, 'Going for Gold',

provides a clear set of rewards for good behaviours. Pupils enjoy the rewards they collect for good behaviour and good work.

- Pupils get on well together. They conduct themselves well because of the high expectations of adults and the good relationships that exist between pupils and adults.
- Pupils make a good contribution to their work and do not disrupt the learning of others. Behaviour is good in lessons and they conduct themselves well around the school.
- Most pupils' attitudes to learning are good. However, there are times when some pupils, especially boys, are not seeking additional information or support to strengthen their learning. At these times, learning slows.
- Parents support the school well by making sure that their children are punctual to school. Attendance is average. Actions taken by leaders are helping to improve the attendance of disadvantaged pupils, and their attendance is currently close to average. There are few pupils who are absent from school regularly.
- The Silver Birch Hub has a very positive effect on pupils' behaviour and attendance. It prepares pupils well to re-integrate into mainstream classes. The leader of the hub has shared her expertise with staff across the school. Consequently, staff use the new behaviour system consistently well, and this has had a positive effect on pupils' behaviour.
- The school is a calm and purposeful place. There is no litter as pupils keep their school neat and tidy.

Outcomes for pupils

Good

- Leaders' determined efforts have improved the quality of teaching to be good. As a result, pupils' progress has improved quickly since the previous inspection. Currently, pupils are making consistently strong progress in reading, writing, mathematics and a range of subjects.
- At the end of Year 1 in 2017, the proportion of pupils, including disadvantaged pupils, attaining the expected standard in phonics was above average.
- At the end of Year 2 in 2017, from average starting points, pupils made good progress in writing and mathematics. Although reading standards improved from 2016 to 2017, not enough pupils attained greater depth, and progress was average. Inspectors found that reading has continued to improve in key stage 1, and current pupils are making good progress in reading, writing and mathematics.
- Progress in key stage 2 improved considerably from 2016 to 2017. At the end of key stage 2 in 2017, pupils made better-than-average progress in writing and mathematics and broadly average progress in reading. An analysis of current pupils' work by inspectors showed consistently good progress in reading, writing and mathematics, across key stage 2, for boys and girls.
- The most able pupils, including the most able disadvantaged pupils, are making good progress in reading, writing and mathematics because of improvements in teaching and leadership. Inspectors found consistently strong progress in reading and writing.

Occasionally, most-able pupils needed greater challenge to attain the higher standards.

- Leaders and teachers identify barriers to learning for disadvantaged pupils. Good teaching and leadership are overcoming these barriers. Attainment for these pupils improved considerably at the end of key stage 2, and was broadly average in reading, writing and mathematics combined. An analysis of pupils' work shows disadvantaged pupils making good progress across the school.
- Inspectors sampled the work of pupils who have SEN and/or disabilities and found they make good progress. Pupils benefit very well as teachers and teaching assistants provide focused support that is carefully planned to meet their individual needs.
- There are too few pupils attending the Silver Birch Hub to make effective comparisons between the progress of these pupils and pupils nationally.
- Across most subjects, pupils are making good progress. Examples of high-quality work in science, history and Spanish were noted by inspectors.
- Reading is encouraged well by the school. Pupils are keen readers. They read widely and often. Leaders have re-designed the school library and invested in more challenging books for pupils to read. Pupils are proud of the school library and enjoy borrowing books.

Early years provision

Good

- Children are well cared for and happy in early years. They behave well because adults have consistently high expectations and are good role models.
- Overall, children enter early years with skills that are below those typical for their age. They make good progress to catch up. They learn skills in Nursery to prepare them well for Reception. By the end of Reception, children are well prepared to continue their learning in Year 1.
- The proportion of children achieving a good level of development has improved since the previous inspection and is in line with the national average. A good proportion of children exceed the expected standard in the early learning goals.
- Disadvantaged children make good progress because leaders ensure that the additional funding for these pupils is used very effectively. At the end of Reception, the proportion attaining a good level of development is above average.
- Adults have a good understanding of how children learn. They continue to develop their skills through effective professional development. Adults focus well on developing children's skills in speaking, listening, reading, writing and mathematics, along with personal development skills.
- The early years leader has an accurate view of the strengths and areas for further development. Leaders check the quality of teaching thoroughly to make sure that children are achieving well. Since the previous inspection, the federation has supported the development of leadership in early years and it is good.
- Staff know the children well and carefully track their progress, identifying next steps for learning. Detailed and accurate assessment records are kept for all children. These are

used well to ensure that all groups of children, including the few children who have SEN and/or disabilities, make good progress.

- Staff plan carefully to provide a wide range of experiences that meet the needs and interests of children. For example, children were excited to find a police cordon around a 'bike crash' in the outdoor area. This led to some carefully planned writing of 'incident reports', which all children, especially boys, were keen to complete.
- Children develop their independence. For example, they choose ways of finding boxes to create models and a trap for the 'big bad wolf'. They learn how to keep themselves healthy, taking part in a daily five-minute run and feeling the effects of physical exercise on their bodies.
- Children cooperate well and enjoy sharing and celebrating their own achievements and those of others. They take turns well and know they can have different opinions from others.
- Adults are highly skilled in teaching reading. Children enjoy learning how to link sounds and letters to begin to read and to support their writing. They are also developing a good understanding of mathematics. Skills in reading, writing and mathematics could be increased further by ensuring that children are eager to choose interesting and stimulating opportunities to use and practise these skills independently.
- The school provides a wide range of opportunities for parents to take part in their children's development. Parents said that staff are highly committed to all children and that adults promote equality. The school carefully plans support for children joining the school. Children settle extremely well into early years.
- Children are safe at all times. Clear procedures are in place to keep children safe. Staff have regular training in first aid and keeping children safe. Safeguarding is effective, and all welfare requirements are met.

School details

Unique reference number	107265
Local authority	Bradford
Inspection number	10042157

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	425
Appropriate authority	The governing body
Chair	Pam Freeman
Headteacher	Angela Vinnicombe
Telephone number	01535 603986
Website	www.longleeprimary.org.uk
Email address	office@longlee.bradford.sch.uk
Date of previous inspection	19 January 2016

Information about this school

- The school is larger than the average-sized primary school. The number of pupils has increased year on year.
- One out of five pupils is disadvantaged. This is below average.
- Most pupils are White British. One in five pupils is from a minority ethnic group, mostly of Pakistani heritage. The proportion of pupils speaking English as an additional language is below average.
- The proportion of pupils who have support for SEN and/or disabilities is well below average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is average.
- Children attend part-time in Nursery and full-time in Reception.

- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- There have been significant changes in staffing since the previous inspection.
- The school manages a behaviour support unit, known as the Silver Birch Hub. It caters for a maximum of 10 pupils from the local area. Places are allocated by the local authority and a panel of headteachers.
- The school is federated with another local school. The headteacher of Long Lee Primary School is the executive headteacher of both schools. Each school has a head of school. There is one governing body that manages the two schools. A team of four federation leaders works across both schools.

Information about this inspection

- Inspectors observed a range of teaching and learning throughout the school. Many lessons were jointly observed with the headteacher and other leaders.
- During the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety. Inspectors also spoke with parents.
- Inspectors reviewed pupils' work in lessons and analysed samples of work in pupils' books.
- Inspectors listened to pupils reading.
- An inspector held a meeting with the chair of the governing body and other governors. A meeting was held with the school's improvement adviser from the local authority.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors looked at the school's review of its own performance, its development and improvement plans, a number of school policies and the minutes of meetings of the governing body. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed 63 responses to Ofsted's online questionnaire for parents, Parent View. They also considered 49 responses to the Ofsted staff questionnaire.

Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Lesley Bowyer	Ofsted Inspector
Frances Gowland	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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