



# Long Lee Primary School

## Inspection Report

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**Unique Reference Number** 107265  
**Local Authority** Bradford  
**Inspection number** 287770  
**Inspection dates** 7–8 February 2007  
**Reporting inspector** Alan Giles

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Cherry Tree Rise
<b>School category</b>	Community		Keighley
<b>Age range of pupils</b>	3–11		West Yorkshire BD21 4RU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01535 603986
<b>Number on roll (school)</b>	227	<b>Fax number</b>	01535 603986
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Ian Ford
		<b>Headteacher</b>	Mrs L Smith
<b>Date of previous school inspection</b>	30 April 2001		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	7–8 February 2007	287770

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average size primary school serving the village of Long Lee and surrounding areas. It was remodelled from a first and middle school in 2001, just before its last inspection. The majority of pupils are of White British heritage with a small minority being of Asian, Caribbean or African heritage. No pupils are at an early stage of English language acquisition. Pupils in the school come from a wide range of social and economic backgrounds. The proportion of pupils eligible for free school meals is above average. The percentage of pupils with learning difficulties and/or disabilities is about average. The school leads and manages Long View Behaviour Support Centre within the school, which caters for ten pupils who have been permanently excluded, or are at risk of exclusion, from other schools in the area. There is a nursery and a privately run out-of-school care centre within the school grounds. The school has the Artsmark Gold award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

Long Lee is an outstanding school because, irrespective of ability, every pupil is given the opportunity to flourish and is encouraged to be the best they can. Over a short period of time the school has established an enviable reputation in the local community. It has the overwhelming support of parents and works in partnership with other schools to share best practices. The school is very proud of its work in the Long View behaviour support centre and there is a seamless transition of outstanding practice between the two environments.

The outstanding care and support shown for each individual pupil is a powerful aid to learning and pupils quickly develop confidence and a passion for learning. The school's ethos is firmly based on the theme of happy learners being successful learners. This was perfectly captured by the magnificent singing of the school song in an assembly with lines such as 'aim to be the best we can', 'every child is special' and 'we learn what's right from wrong'. Everything that epitomises the outstanding features of personal development can be seen in the 'pupil office', which is a hub of activity every lunchtime with pupils taking personal responsibility and initiative in various activities. They can be seen organising health and safety checks around the school, offering peer mediation advice, caring for the environment and staffing a health advice desk. As one pupil remarked, 'We help the teachers to run the school'.

Pupils' achievement is good. Since the last inspection standards have risen sharply and have remained consistently above average at the end of Year 6 until 2005. In 2006 there was a temporary dip in standards and achievement, which were both average. Many pupils start school with significant social or emotional problems and attainment below that expected for their age.

The good provision in the Foundation Stage sets the standard for the rest of the school in developing essential literacy and social skills using targets that closely match individual needs. Brilliant displays and photos of pupils' endeavours on corridor walls show overwhelmingly the extent and influence of the creative arts in pupils' learning. Pupils in the behaviour support centre quickly settle into positive regimes and consistently make excellent progress towards their behavioural targets. This allows them to make maximum progress in their learning, often from very low standards.

The school and the behaviour support centre have developed a vibrant curriculum with special themed weeks and programmes that link the learning in different subjects. These systems enrich learning considerably because they make learning more meaningful and relevant to pupils. The quality of teaching and learning is consistently good. In all classes there is evidence of excellent behaviour and outstanding attitudes to learning as a response to well thought out activities which appeal to pupils and relate to the way they like to work. Where teaching is outstanding teachers and support assistants maximise their knowledge of their pupils' previous learning to challenge them successfully to reach aspirational targets. However, in a small number of lessons in Key Stages 1 and 2, the challenge for pupils to meet their targets is not always fully effective.

The headteacher and her deputy headteacher view themselves as leaders of learning and they are both utterly committed to the successful personal and academic development of all pupils in the school and the behaviour centre. They are too modest about the impact their monitoring and changes have had on the overall effectiveness of the school. Their dedication is infectious and well supported by all staff, the governing body and the wider community. The school has made outstanding progress since the last inspection, with whole-school developments, including financial management, establishing outstanding value for money outcomes and also giving the school excellent capacity for further development.

### **What the school should do to improve further**

- Ensure all pupils meet the challenging targets set for them.

## **Achievement and standards**

### **Grade: 2**

The range of abilities is wide at the start of Reception but overall standards are below those expected at this age. By the time the pupils enter Year 1 the majority are working within accepted levels of the Early Learning Goals but still have below average ability in writing and mathematics. Good progress is made in Years 1 and 2 with overall standards solidly in line with national averages at the end of this period and increasing numbers working beyond these expectations.

Progress is consistently good between Years 3 and 6 with all pupils achieving well. There has been some recent excellent progress in developing pupils' information and communication technology (ICT) skills. Focused literacy and numeracy work for pupils with learning difficulties and/or disabilities and for pupils in care often results in excellent progress being made.

The 2006 results represent sound progress for the Year 6 pupils compared to their earlier achievements. The school quickly recognised that a small number of pupils did not make the progress they were capable of. Initiatives to address these issues were swiftly and successfully implemented and the positive trend of high achievement has been quickly resumed. Current Year 6 pupils are achieving standards above those expected. A focus on boys' writing and girls' mathematics has meant some rapid and outstanding achievement for some of these pupils. The school's focus on the performing arts pervades all areas of work. This has a very positive impact on pupils' creativity and their confidence in speaking and also results in outstanding standards in art and design.

## **Personal development and well-being**

### **Grade: 1**

The school abounds with messages and displays that recognise the importance of a healthy lifestyle, including eating choices and the need to exercise. Pupils not only feel safe and quickly point out the complete lack of bullying, but they also offer a

pupil health advice desk where the pupil manager of the day said 'I want to make the world a healthier and safe place to live in.' Pupils have an acute awareness of environmental issues with many taking responsibility for projects such as recycling. Attendance figures are above the national average. Pupils have regular opportunities to express their views through the school council and this makes a significant impact on whole-school issues as well as charity work within the wider community.

The quality of pupils' spiritual, moral, social and cultural education is outstanding. There are many opportunities in and out of lessons where pupils sensitively reflect on their lives, feelings and achievements and those of others. Self-esteem and confidence are often very high because the ethos of valuing and recognising personal achievement is immense. Pupils are proud to receive awards for positive behaviour and kindness to others. They respond well to opportunities to learn about other cultures through a range of subjects and also as part of the Bradford Linking Schools project, through which strong friendships are created across schools by promoting an awareness of racism and community cohesion.

Pupils enter the Long View behaviour support centre with significant behavioural and personal and social issues. There is a calm and settled atmosphere in the centre, where all pupils are at varying stages of developing personal discipline and respect for others. Many make speedy progress to integrate positively with other pupils in the school, and also by reintegrating quickly back into the schools that originally excluded them.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is consistently good. All learning benefits from the excellent relationships that exist in all classes. Pupils are very motivated when challenged and have fun in their lessons. Careful thought is given to the activities planned in terms of the variety of tasks and the use of imaginative resources. Consequently, pupils' interest, engagement and behaviour are always of a high standard. Support teaching is also of a high standard and is most effectively used when specific groups and individuals are targeted for help.

A high percentage of teaching is outstanding because detailed planning identifies the range of pupils' needs and rigorous target setting enables them to make the best progress possible. This is often seen in focused literacy and mathematics groupwork where the pace and challenge for the learners stands out as a considerable strength. There is a real buzz and excitement as pupils strive to meet individual challenges. It was also seen in an ICT lesson where Year 2 pupils made excellent progress filming and producing video clips on their computers.

The school has excellent assessment records of achievement and has made it a priority to use these to develop teaching and learning strategies. In many instances, this is having a significant impact. Where teachers' planning does not fully make use of these records, pupils are not fully challenged to meet the targets set for them. In a small

number of lessons this results in a slower pace of learning and a small number of pupils not always fully on task.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is well balanced. It also has a very strong personal, social and health education (PSHE) programme which develops positive relationships and exciting arts provision which clearly develops creativity through well planned dance, art, drama and music. There is good development of basic skills. A strong emphasis on promoting literacy and numeracy, especially for pupils with learning difficulties and/or disabilities, through innovative and well matched activities extends to the learning behaviour support centre, where well planned practical activities play an important role in pupils' emotional development.

The Foundation Stage provides excellent support for the high percentage of pupils in need of help with their emotional and social development. The outdoor environment is used effectively to support this and other school work. The school has very successfully focused on improving provision in ICT to improve learning across all subjects. Extra-curricular activities such as sports, orienteering and gardening, and an extensive list of visitors to the schools, provide additional opportunities for success and increase pupils' enjoyment in learning. Extended curriculum links with other schools, such as the Gifted and Talented Network, provide further challenges.

## **Care, guidance and support**

### **Grade: 1**

The school is very successful because it cares passionately about its pupils and successfully does everything it can to develop their confidence and independence. Links with outside agencies are very well used to support pupils in the Long View behaviour support centre who quite frequently require additional specialist help. Similar practice has been developed in the main school where teachers show excellent skills in supporting pupils with a wide range of needs. For example, the provision for the high number of pupils who are autistic is exemplary. All required procedures to safeguard children are in place and are reviewed regularly. Links with parents are especially effective in settling new children into school; arrangements for pupils transferring to secondary education are equally good. Pupils say they feel safe and happy in school because teachers are always there to help them. The school has excellent tracking systems that are used effectively to monitor pupils' progress, including the way behaviour modification is tracked and implemented in the Long View behaviour support centre.

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## Leadership and management

### Grade: 1

The school was too modest in its evaluation of the impact of leadership and management. The successes of the school and the behaviour support centre, resulting in excellent progress made since the last inspection, are rooted in its outstanding leadership and management. The headteacher and her colleagues have met the challenges of reorganisation and workforce remodelling exceptionally well. The school is a happy place to be, with high expectations and the ethos for hard work shared by all staff and pupils.

Detailed self-evaluation is at the heart of all practice. There is rigorous monitoring of teaching and learning practices and this enabled the school to quickly rectify teaching issues which accounted for the fall in standards in 2006 in Year 6. Whenever the school intervenes to provide additional support for pupils, the intervention is monitored very carefully to ensure maximum impact. Self-evaluation procedures are followed in all subjects and feed into relevant school improvement plans. Such procedures have been at the heart of the successful changes made, resulting in the considerable raising of standards since the last inspection. The governing body supports new strategies well and is increasingly acting as a 'critical friend' to the school. The school has faced severe financial challenges and the headteacher has done outstandingly well, with the support of governors, to maintain the levels of resources needed to produce such excellent whole-school achievements.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

It was very nice of you to greet us so kindly when we came to your school recently to see how well you, and your school, are doing. Throughout our stay it was quite obvious that you are proud of your school and that you make excellent contributions to making it a happy and safe place to learn.

We enjoyed talking to you and visiting your very own office where you are really involved in some interesting and exciting things to help your school run smoothly. We also enjoyed visiting your lessons to watch you learn and you should be very proud of your excellent behaviour and very positive attitudes. We agree with you when you say everyone gets on really well and that lessons are interesting.

These are some of the best things your school does:

- the excellent way your headteacher and other staff look after you
- the way your teachers help you learn and the good progress you are making
- making sure you behave very well, make good friends and are very keen to learn
- creating excellent displays around the school which often show your excellent art skills
- encouraging you to be very active in school life and in making decisions
- providing very many interesting activities for you to become involved in.

We have asked your teachers to improve one thing to make your school an even better place to learn in. We have asked them to:

- make sure you all meet the challenging targets set for you. You can help by asking your teachers how you are getting on and what else you need to do to improve.

Thank you for helping us with our work and for being such excellent hosts. We hope you continue to be proud of your outstanding school.