

# Inspection of a good school: Longhill Primary School

Shannon Road, Longhill Estate, Kingston-upon-Hull HU8 9RW

---

Inspection dates:

24 and 25 November 2021

## Outcome

Longhill Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are happy and proud to be part of this school community. They enjoy learning here. Pupils say that adults are kind and caring. If they have any worries or concerns, they know that all adults will help them. Pupils feel safe in this school.

Pupils love learning at Longhill Primary School. Leaders have high expectations and want pupils to achieve the best that they can. Pupils enjoy the challenges that teachers provide for them in lessons. They are confident to talk about their learning.

Leaders are determined to give pupils the opportunity to see the world beyond the school. They enrich the curriculum with a wide variety of planned activities to support pupils to learn. In the past, these have included visits to Stratford and performances at Hull City Hall. These opportunities help pupils develop their confidence and link their learning to a wider context.

Respect for others is central to relationships in the school. Pupils support and encourage each other. When an issue arises, adults help pupils to talk about it. Pupils are supported to find solutions. Pupils' behaviour in lessons is always good and at times exceptional. Pupils say that bullying is rare. If it happens, teachers deal with it quickly and fairly.

## What does the school do well and what does it need to do better?

Senior leaders are deeply committed to this school and its community. They want the very best for all pupils. Since the last inspection, they have focused on developing a curriculum which helps pupils to achieve more. Subject leaders have identified interesting topics and started to identify the important knowledge that they want pupils to know and remember. They have then mapped this across the year groups, starting from the early years. Curriculum plans for reading and mathematics are well developed. However, in some subjects, such as art, plans do not include sufficient detail to enable teachers to plan sequences of lessons that build on previous learning. This means that pupils do not always remember the important knowledge that leaders intend.

Pupils with special educational needs and/or disabilities (SEND) are well supported in this inclusive school. Teachers have a clear understanding of how to match learning to meet individual needs. As a result, pupils with SEND are making good progress against their individual learning plans.

Reading is at the heart of the school curriculum. Leaders have invested in books to promote a love of reading in every class. Pupils read daily to increase their fluency and understanding of texts. They visit the library at lunchtimes and attend reading clubs after school to read to adults.

Leaders see the earliest years at Longhill as building blocks for the future. Pupils work in key worker groups and talk is at the centre of all that they do. Teachers focus on developing children's communication skills from the very first day in school. This results in confident, settled children who are keen to share their ideas and thoughts.

Leaders have ensured that the teaching of early reading is strong and consistent. They ensure that pupils read daily at school. Pupils at the earliest stages of learning to read are supported by skilled staff. Teachers focus on teaching pupils to hear sounds in words and blend them together. Assessment is used well to check pupils' understanding. Any pupil falling behind is quickly identified and supported to get back on track. Leaders are passionate about trying to ensure that pupils read daily both in school and at home. Reading events are held to show parents how they can support with reading at home. However, these are not always well attended.

Mathematics is a strength of the school. A consistent teaching approach helps pupils to understand the expectations in each lesson. Teachers plan lessons which develop understanding of number and help pupils to learn key facts. Pupils then confidently apply this knowledge, using taught methods, to solve problems. Pupils often say that mathematics is their favourite subject.

All staff have high expectations of pupils' behaviour. Pupils are interested in their learning and this helps them to focus well in lessons. Leaders teach pupils to deal with disputes if they arise. Pupils talk about problems and look for resolutions together. Pupils say that teachers address issues fairly and justly.

Pupils have wide and varied opportunities to learn about the wider world. An example of this is when teachers used a recent visit to the Cenotaph to support learning about the meaning of respect and remembrance. Pupils visit care homes and raise money for charities. They can vote for reading ambassadors and school councillors. The regular visit from the resident poet is a highlight for all pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is extremely important to all staff in this school. Leaders ensure that all staff have regular training. They have clear and robust systems in place for staff to report any concerns. Swift actions are taken and referrals made to relevant agencies when needed.

The wider pastoral team works with a number of agencies to support families. Pupils recognise that the adults in the school are there to keep them safe and help them if they are worried.

Leaders actively seek ways to support families. Parents are welcomed into school for coffee mornings or information events about safety.

Pupils are taught how to stay safe through the curriculum. They talk with confidence about issues such as staying safe online and what to do about cyber bullying.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, curriculum plans do not identify the important knowledge and concepts that leaders intend pupils should learn. As a result, teachers are not able to plan sequences of lessons that enable pupils to secure this knowledge. Leaders must ensure that the curriculum is planned effectively for every subject. This will then ensure that learning is progressive and coherent. Pupils will then be able to build upon prior learning to make greater progress.
- Leaders and those responsible for governance should ensure that they continue in their relentless efforts to support parents to read with their children. Some pupils do not read as regularly as others. This means that they do not have the same opportunities to develop greater fluency with reading. Enabling parents to share a range of books with their children will encourage pupils to read more widely and more often.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Longhill Primary School, to be good in April 2013.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	140245
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10199995
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	387
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Graham Wilson
<b>Headteacher</b>	Mark Batty
<b>Website</b>	<a href="http://www.longhillprimary.org.uk/">www.longhillprimary.org.uk/</a>
<b>Date of previous inspection</b>	14 September 2016, under section 8 of the Education Act 2005

## Information about this school

- This is a larger-than-average primary school.
- The school converted to an academy in October 2013 and joined the Hull Collaborative Academy Trust in July 2017.
- The proportion of pupils with SEND is above average.
- If required, the school uses specialist provision at Wansbeck Primary School in Hull to support pupils with specific social and emotional needs.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspector met with the executive headteacher, head of school, senior leaders and teachers. Meetings were also held with representatives of the trust, subject leaders and the special educational needs coordinator.

- A range of documents were scrutinised, including the school self-evaluation documents and plans for improvement, as well as minutes from meetings of the trust.
- The inspector carried out deep dives in reading, mathematics and art and design. The inspector visited lessons, accompanied by subject leaders. Books from a range of subjects were looked at and discussions were held with pupils and teachers about lessons visited.
- The arrangements for safeguarding were checked. This included checking the single central record. Discussions were held with the leaders about safeguarding systems and processes. Discussions about attendance and behaviour were also held.
- The inspector gathered pupils' views about the school through formal and informal discussions with pupils during the course of the inspection. These discussions took place during lessons, in meetings and at break times. Behaviour was observed at various times during the school day, in lessons, break and lunchtime and in the breakfast club.
- The inspector met some parents at the end of the school day to gain their views of the school. 16 responses to the online survey, Parent View, were considered along with 17 additional free-text comments. 34 responses to Ofsted's online staff questionnaire were also reviewed.

### **Inspection team**

Andrea Batley, lead inspector

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021