

Longhill Primary School

URN: 140245 | Inspected: 11 November 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement Needs attention

In recent years, some pupils, including some with special educational needs and/or disabilities, have not learned to read as quickly as they should. This has led to outcomes in the Year 1 phonics screening check that are below the national average. Leaders have responded and have implemented changes to improve the quality of phonics teaching. These changes are in their early stages, and their impact on outcomes is not yet evident. Older pupils read fluently and enjoy challenging texts, due in part to the success of the school's effective catch-up programmes.

At the end of key stage 2, pupils usually achieve well. For the last three years, results in national curriculum tests at the end of key stage 2 have been close to national averages. Disadvantaged pupils achieve particularly well, achieving better than similar pupils nationally. Across the wider curriculum, pupils usually remember what they have learned, especially in subjects such as science, music and history. For example, pupils in key stage 1 talk clearly about song structures, while older pupils show a secure understanding of concepts such as tempo, rhythm and pitch. However, in a few subjects, there are occasional gaps in pupils' knowledge, particularly in learning from earlier topics.

Curriculum and teaching

Expected standard

Leaders have a clear understanding of the quality of the curriculum and teaching. They have constructed a well-considered curriculum that clearly identifies the knowledge pupils should learn as they move through the school. Teachers generally explain new learning clearly and design activities that support pupils in practising and rehearsing new knowledge. A consistent lesson structure has been introduced, which includes opportunities for pupils to recall prior learning. In most subjects, this helps them to remember and build on what they have previously been taught. Improving the teaching of phonics has been a priority. Recently, staff have received additional training to strengthen their subject knowledge. Leaders have taken steps to ensure that they check to make sure all staff teach reading well. For those pupils who do fall behind, a comprehensive catch-up programme is in place, which is effective in supporting pupils to become fluent and confident readers. In English, mathematics and science, teachers use assessment well to check for gaps in pupils' knowledge. They use this information to adapt the curriculum and address pupils' misconceptions. While assessment is generally well used in the core subjects, in a few wider curriculum subjects, sometimes, teachers do not check whether pupils have

Longhill Primary School

URN: 140245 | Inspected: 11 November 2025

retained knowledge taught some time ago. Leaders know this and are improving assessment to ensure that teachers check that pupils learn and remember consistently well in all subjects.

Early years

Expected standard

Children settle quickly in the early years. This is because staff create a calm and welcoming environment. Positive relationships help children feel safe and confident to explore and learn. Staff know the children well. They quickly identify children's starting points and any extra support they might need. Children swiftly learn routines, for example when tidying up or hanging up their coats. They practise the sounds they are learning as they line up to come in from outside. They quickly learn to share and play well with other children. The curriculum focuses on building strong foundations in language, communication, number and physical development. Staff design purposeful activities to develop fine motor skills and early writing. Interactions between adults and children are of a high quality. For example, inspectors observed staff modelling how to make different patterns in dough using a range of tools while introducing new vocabulary. Children then enthusiastically repeated the words as they created their own designs. Leaders have introduced targeted language programmes to strengthen children's speech and vocabulary. Children enjoy these sessions and join in confidently. Staff routinely check the progress children make and adapt teaching where necessary. Staff work closely with families and local nurseries to support smooth transitions into school. Parents and carers value the home visits that take place and wider opportunities to see teaching in action in the school's early years unit. By the end of Reception Year, most children are well prepared for Year 1.

Inclusion

Expected standard

Leaders set high expectations for every child. Staff know pupils well and quickly identify barriers to learning. Most pupils benefit from timely and effective support. Staff work closely with families and external professionals such as the virtual school and health services, which has a positive impact on pupils' wellbeing and achievement. The school uses a clear, step-by-step approach to support pupils with special educational needs and/or disabilities. Teachers adapt tasks and provide extra help so that pupils can access learning. Leaders check pupils' progress through the curriculum carefully and add further support when needed. The school has put in place effective support for the increasing number of pupils who have high needs. These pupils work towards targets on their education, health and care plans. Leaders have worked alongside external specialists to design the curriculum for these pupils and ensure staff have the expertise they need to support pupils well. As a result, these pupils settle quickly and generally achieve well. Some pupils receive extra help through pupil premium funding. Leaders use this well to train staff and provide additional support for eligible pupils. This helps disadvantaged pupils to thrive.

Longhill Primary School

URN: 140245 | Inspected: 11 November 2025

Leadership and governance

Expected standard

Leaders understand the school's strengths and areas for development, for example where leaders' work needs to have a more positive impact on pupils' achievement. They take action when areas of provision need to be strengthened. For example, in response to a dip in outcomes in the Year 1 phonics check, leaders worked with staff from the trust to provide additional training. Leaders introduced a specific reading pathway for pupils with special educational needs and/or disabilities that is beginning to have a positive impact. Governance is effective. Members of the local tier board have a detailed understanding of the school, its context and the experiences and views of pupils and staff. Tier board members provide robust scrutiny and challenge to school leaders, particularly around key improvement priorities. This enables them and the trust board to evaluate the progress that leaders are making against agreed priorities. Trust staff know the school well. The trust and school leaders work together effectively to implement and monitor improvement work, for example in writing and auditing early reading. They have introduced foundational knowledge checks that strengthen assessment and provide recommendations following curriculum and behaviour reviews. Leaders prioritise staff wellbeing. Staff feel respected, supported and proud to work at the school. Professional development is wide-ranging and coherent, including trust-led training, subject leader coaching and lesson modelling.

Leaders build constructive relationships with parents and carers through a range of activities such as informal coffee mornings and sessions on phonics, behaviour and neurodiversity. Leaders are keen to help families support their children's learning. Personal development and well-being Expected standard Pupils benefit from a broad and well-considered personal development programme that helps them develop confidence, resilience and respect for others. The school's approach to personal, social, health and economic education is adapted to meet pupils' needs. For example, pupils learn how to stay safe in their local community through water safety sessions. Pupils also learn how to keep themselves safe online and offline through lessons and assemblies, supported by visits from professionals such as the police and fire service. Pupils speak with growing confidence about aspects such as healthy relationships and treating people equally. Opportunities beyond the classroom are an important feature of school life. A wide range of extra-curricular clubs are available for pupils to take part in. Pupils participate in sports festivals, music performances and educational visits that broaden their experiences. Leaders track participation carefully to ensure that disadvantaged pupils are included. Pupils enjoy leadership roles, such as roles on the school council, which help them develop teamwork and responsibility. The school actively promotes fundamental British values through assemblies and class discussions. Pupils demonstrate a secure understanding of concepts such as democracy and the rule of law. They learn about equality and recognise the importance of treating people fairly. Pupils show respect for individual differences and diversity. However, their knowledge of the personal development curriculum such as the distinctive features of different faiths and cultures is less detailed. Pastoral support for pupils and families is wide-ranging, including coffee mornings and wellbeing walks. These help parents engage with the school and support pupils' emotional health. Needs attention

Longhill Primary School

URN: 140245 | Inspected: 11 November 2025

Attendance and behaviour Needs attention

Attendance has been below national averages for some time. Persistent absence is high for some groups, including pupils who are eligible for pupil premium funding and those who have special educational needs and/or disabilities. Leaders have strengthened their work to improve attendance, including closer tracking and more engagement with families. This work has not yet had time to show sustained impact. Leaders remain focused on improving attendance. It is a priority for the school so that all pupils consistently benefit from the curriculum and the school's wider enrichment offer. Leaders' high expectations for behaviour are clear and applied consistently by staff. Pupils respond positively and understand what is expected of them. Classrooms are calm and purposeful, enabling pupils to learn without disruption. Around the school and at playtimes, pupils are polite and sociable, showing consideration for others. Pupils value the rewards they receive such as house points and merits. Staff support pupils effectively if their behaviour does not meet the school's high expectations. Leaders have created a respectful and supportive culture where pupils feel safe. Bullying is rare. When incidents happen, staff deal with them appropriately. Pupils develop positive attitudes to their learning. They work well independently or in groups. Pupils enjoy the curriculum and speak about their learning with growing confidence and pride. They concentrate well and sustain focus in lessons.

What it's like to be a pupil at this school

Pupils enjoy being part of this caring and inclusive community. They thrive in a school that values their individuality and works hard to remove barriers to learning. Pupils feel safe, behave well and enjoy the wide range of opportunities that help them grow into confident, resilient learners. Children in the early years settle quickly and form warm, positive relationships with staff. Pupils respond admirably to leaders' high expectations of them. They follow school routines and are kind and thoughtful in their interactions with each other. Pupils rarely experience poor behaviour or bullying. Some pupils do not attend school as often as they should and are persistently absent. Leaders have taken further steps to improve attendance. These actions are at an early stage and have not yet had time to show sustained impact. Pupils clearly feel a strong sense of belonging. They enjoy taking on responsibilities such as being sports ambassadors at playtime, when they support their peers to be more active effectively. They are proud of their achievements in music and sport, which are important parts of school life. Trips and wider experiences such as a 'Stone Age day' or working with a local farm broaden pupils' horizons and help them connect their learning to the world beyond the classroom. Pupils enjoy what they study and speak with enthusiasm about recent topics such as science investigations and computing projects. Most pupils achieve well. Outcomes in national assessments at the end of key stage 2 reflect this. Pupils leave the school ready for the next stage of their education. However, some pupils, including those with special educational needs and/or disabilities, do not learn to read as quickly and fluently as they need to. Leaders have taken steps to strengthen the teaching of early reading, but this remains a priority for improvement.

Next steps

- Leaders should continue to implement and evaluate their attendance strategy to reduce persistent absence, particularly for disadvantaged pupils and those with special educational needs and/or disabilities (SEND).
- Leaders should ensure that recent actions to strengthen the teaching of phonics are fully embedded so that all

Longhill Primary School

URN: 140245 | Inspected: 11 November 2025

pupils, particularly those with SEND, learn to read as quickly and fluently as they should.

- Leaders should ensure that assessment is used consistently and effectively across all wider curriculum subjects so that teachers identify gaps and check pupils retain key knowledge over time.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/longhill-primary-school-kingston-upon-hull>