

Selby, Longman's Hill Community Primary School

Address: Myrtle Avenue, YO8 9BG

Unique reference number (URN): 121460

Inspection report: 7 January 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	●
Urgent improvement	

✔ 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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Personal development and wellbeing

Strong standard ●

The school's impressive personal development offer is underpinned by a broad, coherent curriculum and is carefully tailored to meet the needs of all pupils. This curriculum promotes ambition, challenges stereotypes, raises aspirations, and encourages pupils to learn about their local and wider communities. It supports pupils to build detailed knowledge about personal, social, health and economic education. This is enriched further, through extensive and exciting opportunities, that build on pupils' interests. All pupils are given opportunities to attend residential trips, learn to play musical instruments or compete in regular sporting events. All pupils participate and benefit from these experiences. The school works proactively to remove barriers for disadvantaged pupils.

Leaders value the importance of teaching pupils about relationships and safety. There is a determination here to ensure that pupils are well prepared for life beyond the school. Carefully crafted lessons give pupils opportunities to explore 'real-life' situations, such as bullying, within the safety of the classroom. The school aims to give pupils a toolkit for any 'crunch moments' they may face in life outside of school. Pupils are able to demonstrate firm, yet kind, behaviour, as they negotiate challenging learning and social situations. Great thought has resulted in a comprehensive relationships, sex and health education curriculum. It is taught with sensitivity to ensure learning is age-appropriate and relevant.

Leaders encourage pupils to develop understanding of a wide range of different beliefs and cultures. Through their time in the school, pupils are given opportunities to visit a range of different places of worship, take part in a wide range of sporting events, attend drama and singing clubs and explore their own interests. The '60 Amazing Experiences', linked to the school's values, encourage pupils to build resilience, kindness and independence.

Expected standard ●

Attendance and behaviour

Expected standard ●

Leaders prioritise high attendance and expect pupils to attend school well. Attendance patterns are analysed rigorously and families offered support, including home visits, if pupils do not come to school. Attendance improves when this support is put in place. Pupils want to attend school. The consistent approaches and pastoral care that are sensitively offered to families are welcomed by parents. Overall, attendance is well above that seen nationally.

Behaviour across the school is calm, positive and underpinned by the warm, trusting relationships cultivated between staff and pupils. Staff greet all pupils warmly at the start of the day. Vulnerable pupils are supported sensitively so that they feel safe and ready to learn. Around school, pupils move calmly and interact respectfully with adults and peers. Bullying is very rare.

Breaktime and lunchtime routines are well supervised. Pupils know who to talk to if they have concerns. Parents speak positively about the school's nurturing culture and say that

any behaviour concerns are dealt with swiftly. In lessons, most pupils show positive attitudes to learning.

The school utilises effective pastoral systems to support pupils to regulate their own behaviour. They ensure pupils understand boundaries and expectations. If pupils are struggling to engage with learning, staff adapt expectations carefully to help pupils manage their emotions and quickly return to the task in hand.

Curriculum and teaching

Expected standard 

Leaders are ambitious for pupils. They have designed a curriculum that reflects the school's context and pupils' interests. This provides most pupils with the foundational knowledge they need. Pupils are excited and interested in their learning.

The school's broad and balanced curriculum prioritises reading, while ensuring subjects such as music and art are valued. Teachers understand the curriculum well. Generally, they plan sequences of lessons that clearly identify the key knowledge they want pupils to learn. Pupils revisit past learning regularly and this helps them to build on their prior understanding and remember new learning.

Typically, staff use assessment effectively to check pupils' understanding. Recent changes to the mathematics curriculum support pupils well. However, leaders have highlighted some gaps in pupils' foundational knowledge in mathematics and writing. Historically, this has not always been recognised quickly enough in lessons. Leaders have identified this as a priority for improvement. Their recent changes are bringing a much-needed coherence and consistency to the school's curriculum.

When pupils are finding learning difficult, support is put in place to help them. This is highly effective in key areas, such as phonics, where targeted assessment supports pupils to achieve success and improve.

Early years

Expected standard 

Children benefit from a very positive start at the school. This is underpinned by the warm, caring relationships staff establish. These relationships are used to develop structured routines and calm, focused, effective learning. The curriculum is designed to ensure that all important aspects of early years education are included and statutory requirements met.

Leaders prioritise teaching pupils to read. The school's chosen phonics programme is used effectively to provide children with positive reading and writing opportunities. Children who find early reading difficult, or children with other barriers to learning, are given timely support to keep up. This supports them as they move into Year 1.

Adult-led learning activities are purposeful and well structured. Adults use these activities well as they model important language and vocabulary learning. They engage and interest children through exciting activities which stimulate curiosity and enthusiasm. However, some aspects of independent learning activities and outdoor provision lack clarity and purpose.

Some staff are unclear about the intended learning in these areas. This means that occasionally staff do not interact with children in a way that deepens their understanding.

Parents value the opportunities they are given by the school to share in their children's learning journey.

Inclusion

Expected standard 

The school is inclusive and leaders have developed a positive culture of aspiration. Adults are committed to supporting all pupils to be successful. Staff make time to get to know pupils very well. Pupils are listened to. The pastoral team use regular, robust assessments to ensure that they quickly identify any children who need additional support with learning or wellbeing. Social and emotional support is given to any pupils who are struggling in school, to ensure that they feel safe, supported and ready to learn.

All staff have an effective understanding of the best way to help individual pupils to learn. They are well trained to give support and utilise strategies that make individual pupils' next steps in learning clear and achievable. Teachers are adept at using a wide range of individualised adaptations to meet pupils' needs. Pupil premium funding is targeted to help pupils overcome any barriers to learning.

The school seeks support from outside agencies, such as occupational therapists, to ensure pupils' needs are met. This support is used well to help all pupils access learning. The staff proactively evaluate what helps pupils with special educational needs and/or disabilities to learn. They ensure that pupils are involved in setting learning targets that help them to develop independence.

Leadership and governance

Expected standard 

Leaders have established a positive, inclusive culture in the school. Pupils are firmly at the centre of all the decisions they make. Leaders are proud that their vision of the school being a family-focused learning community is realised.

Leaders, at all levels, have a realistic and detailed understanding of the school's strengths. They prioritise areas for further development, such as raising achievement in mathematics, and they seek to overcome barriers to do this swiftly. All children are welcomed here. Pupils and families feel valued and well supported. Leaders understand their community well. They use this knowledge to offer effective help to pupils and families, if they need it.

Staff feel valued and supported. They value the way leaders are mindful of workload and wellbeing.

Governors share leaders' commitment to improving the outcomes for pupils. Although governance has recently undergone changes to personnel, transition of important roles, such as having oversight of inclusive practices or safeguarding, has been managed carefully. The school ensures that as new governors are recruited, they are effectively supported through detailed induction and training. Existing governors have keenly taken on new responsibilities and are developing their understanding of these roles swiftly. Governors

support and challenge leaders effectively and are proud of the school's inclusive ethos and leadership.

The school works well with external professionals. They actively seek challenge and support, particularly regarding how to make further improvements to the curriculum. This helps them to meet the wide range of needs of the pupils in the school effectively.

Needs attention ●

Achievement

Needs attention ●

Some pupils in key stage 2 have gaps in their learning and do not achieve as well as they could. Recent changes to the mathematics curriculum and teaching are beginning to have a positive impact on pupils' learning in the early years and key stage 1. Where this is implemented well, younger pupils secure the foundational knowledge they need. However, this has not yet had an impact on older pupils' achievement. Some pupils do not achieve in line with national expectations.

The carefully planned sequences of learning, in most areas of the curriculum, help many pupils to achieve well. Pupils speak confidently about their learning. They successfully recall prior learning and make links across subjects. This helps them to retain important knowledge. Disadvantaged pupils achieve in line with their peers and outcomes have been broadly in line with national averages. This supports many pupils to be ready for the next stage in their education.

The school has placed great emphasis on building core skills in reading. Pupils now enjoy reading and speak confidently about books. This is having a positive impact on reading outcomes. Leaders recognise that this focus needs to be in place across all aspects of the curriculum.

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

Pupils enjoy belonging to the Longman's Hill school community. They are proud to attend this safe and welcoming school. Everyone is valued here. Pupils thrive because of this.

From a pupil's first days in the school, staff take time to listen to and get to know them. Pupils relish the learning challenges offered to them, through the carefully designed curriculum. Learning opportunities are planned to interest and engage pupils. Pupils show curiosity and learn to look for connections between subjects to help them to remember their learning. Pupils speak with confidence and enthusiasm about a range of different topics and subjects. In a few areas, the curriculum is not delivered as well. Despite this, pupils progress in many aspects of learning.

The school places the personal development of pupils at the heart of the curriculum. The school's determination to give pupils a wide range of exciting learning opportunities prepares pupils well for future life. Pupils learn about important concepts, such as respect, tolerance and understanding, through carefully crafted lessons.

Pupils feel safe here. Staff provide excellent role models for pupils to learn about kindness and caring for others. Pupils learn how to manage their emotions and the importance of understanding others. This results in them developing highly positive attitudes to learning and to each other. Behaviour is positive, both in lessons and at other times of the school day. If problems arise, the school teaches pupils to identify the causes and work together to solve them. Bullying is very rare. If it does occur, the school deals with it quickly and effectively.

The school is inclusive. Pupils with special educational needs and/or disabilities, or who have other barriers to learning, are well supported. Difference is welcomed and valued here.

Next steps

- Leaders should ensure that assessment information is used effectively to address gaps in learning in mathematics and writing, to support all pupils to develop the foundational knowledge they need to achieve more highly.
 - Leaders should more closely monitor how staff engage children in high-quality interactions in the early years to ensure that this maximises how adults develop and extend children's knowledge, vocabulary and ideas.
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About this inspection

The chair of the board of governors in this school is Robert Wilcockson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other leaders, the special educational needs coordinator and members of staff during the course of the inspection. The lead inspector also met with members of the governing body and a representative of North Yorkshire local authority.

The school does not currently make any use of alternative provision.

Headteacher: Mrs Jan Elcock

Lead inspector:

Andrea Batley, His Majesty's Inspector

Team inspectors:

Kathryn McDonald, His Majesty's Inspector

Andrew Yeomans, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 7 January 2026

School and pupil context

Total pupils

192

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

7.81%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.56%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

6.77%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	61%	Below
2024/25	57%	62%	Close to average
2023/24	48%	61%	Below
2022/23	57%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	74%	Close to average
2024/25	70%	75%	Close to average
2023/24	66%	74%	Below
2022/23	71%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25	63%	72%	Below
2023/24	83%	72%	Above
2022/23	82%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	73%	Below
2024/25	67%	74%	Below
2023/24	55%	73%	Below
2022/23	68%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	46%	Close to average
2024/25	S	47%	S
2023/24	S	46%	S
2022/23	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	62%	Close to average
2024/25	S	63%	S
2023/24	S	62%	S
2022/23	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	59%	Above
2024/25	S	59%	S
2023/24	S	58%	S
2022/23	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	60%	Close to average
2024/25	S	61%	S
2023/24	S	59%	S
2022/23	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	68%	-18 pp
2024/25	S	69%	S
2023/24	S	67%	S
2022/23	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	80%	-15 pp
2024/25	S	81%	S
2023/24	S	80%	S
2022/23	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	78%	-6 pp
2024/25	S	78%	S
2023/24	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	80%	-23 pp
2024/25	S	81%	S
2023/24	S	79%	S
2022/23	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	3.8%	5.2%	Below
2023/24	4.2%	5.5%	Below
2022/23	4.9%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	6.4%	13.3%	Below
2023/24	7.5%	14.6%	Below
2022/23	6.7%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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