

Langton Primary School

Inspection report

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| Unique Reference Number | 121452 |
| Local authority | North Yorkshire |
| Inspection number | 380243 |
| Inspection dates | 17–18 January 2012 |
| Lead inspector | Lesley Clark |

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

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|--|-------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 89 |
| Appropriate authority | The governing body |
| Chair | Anne Conroy |
| Headteacher | Louise Partridge |
| Date of previous school inspection | 15 November 2006 |
| School address | Langton Malton YO17 9QP |
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Introduction

Inspection team

Lesley Clark

Additional inspector

This inspection was carried out with two days' notice. Eight lessons were observed taught by four teachers. Meetings were held with groups of pupils, members of the governing body, staff and parents. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection. She observed the school's work and looked at a range of documentation including: the tracking and assessment of pupils' progress; the Early Years Foundation Stage children's 'learning journeys' (individual records of their learning and development); the school development plan; and documentation relating to safeguarding. Questionnaires returned from staff and pupils, and 35 questionnaires from parents and carers were analysed.

Information about the school

This primary school is much smaller than average. Almost all pupils are of White British heritage. A low proportion is known to be eligible for free school meals. A well-below average proportion of pupils have special educational needs. None currently has a statement of special educational needs or is disabled. The school has met government floor standards for the past three years.

There have been several staffing issues and changes in staff over the past four years as well as long-term staff absence since October 2011. The headteacher has a part-time teaching commitment.

The school has Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

| | |
|---------------------------------------|----------|
| Overall Effectiveness | 3 |
| Achievement of pupils | 3 |
| Quality of teaching | 3 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 3 |

Key Findings

- This is a satisfactory school. Pupils achieve satisfactorily from broadly average starting points. Their attainment and rates of progress are in line with those expected nationally in English and mathematics. Pupils with special educational needs make good progress and outperform similar groups nationally. The more-able pupils make rapid progress in reading, and consequently they read extremely well for their age. Their progress is much slower in writing and mathematics. Comparatively few reach the higher levels in national tests.
- Teachers encourage pupils to listen attentively and work hard. They give them opportunities to discuss their ideas in pairs and time to reflect on what they have learnt and to say when they need extra help. Sometimes the pace of pupils' learning slows when teachers do not take sufficient account of what pupils know and can do already. In the Early Years Foundation Stage, staff are at an early stage of using assessment to help them provide more challenging activities in the areas of provision both indoors and outside.
- Pupils behave well and rarely disrupt lessons. They arrive punctually and are keen to learn. Pupils are polite and friendly. They play energetic games with their friends at playtimes and lunchtimes. Older pupils look after younger ones well and take special care of their younger 'buddy', helping them to settle into school and make friends. Parents and carers say they like the school's 'family atmosphere' and feel their children are very safe.
- The headteacher sets high standards and has accurately assessed the school's strengths and weaknesses. Ongoing staffing difficulties have slowed the process of school development. The members of the governing body are fully supportive and are developing their role effectively in checking on pupils' progress and how well the school is doing. The school provides an interesting curriculum that promotes pupils' spiritual, moral, social and cultural development satisfactorily.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate the progress of the more-able pupils in writing and mathematics by:
 - giving pupils more time to write
 - giving pupils regular practice in writing in a wide range of genres
 - ensuring that pupils work on suitably challenging mathematical tasks that extend their learning.
- Improve the quality of teaching so that it is consistently good or better in all classes by:
 - raising teachers' expectations of all pupils
 - accurately assessing what pupils know and can do to ensure that tasks match pupils' needs and abilities
 - improving teachers' questioning skills.
 - ensuring middle leaders take responsibility for leading and managing improvements in their curriculum areas.
- Improve the use of assessment in the Early Years Foundation Stage to increase the level of challenge in the areas of provision both indoors and outside by:
 - using the observations of children's learning to plan thought-provoking activities based on children's interests and needs
 - involving parents and carers more regularly in contributing to their children's 'learning journeys'.

Main Report

Achievement of pupils

Attainment is broadly average in English and mathematics. Parents and carers believe their children are making good progress. Inspection evidence showed that progress is satisfactory. Children in the Early Years Foundation Stage settle in well and are confident learners. They learn letters and sounds and early number skills at the rate expected for their age and stage of development.

Pupils in Years 1 to 6 make satisfactory progress overall. They make the best progress in reading. Pupils read for pleasure and read expressively for their age. Almost all reach expected levels and a large proportion reach the higher levels by the end of Key Stages 1 and 2. Competent readers have access to a wide range of interesting fiction and non-fiction, as well as good quality periodicals. They develop reading stamina and good comprehension skills. In a reading session, for example, older pupils skimmed through historical fiction noting down distinctive words and phrases. The more-able pupils talk readily about favourite authors and explain they prefer longer books because, 'There's more action, excitement and information in them.'

Pupils make satisfactory progress overall in writing and mathematics. However, few reach the higher levels. Pupils do not have enough time to write in lessons and so

they have limited time to improve what they have written and learn from their mistakes. This detracts from the considerable flair seen in some of their writing as when they use metaphors and personification, for instance, to explain complex feelings. The more-able pupils explained, 'We'd like more time to write; we're sometimes rushing through the work to get the ideas down quickly. This is why our handwriting is not always neat.' Pupils do not have regular practice in writing in a wide range of genres and so they do not develop different writing styles for different purposes such as writing plays, reports and poems. In mathematics lessons, the more-able pupils are held back because they repeat work or do not work on suitably challenging mathematical tasks that extend their learning. Pupils with special educational needs make good progress because they receive well-organised support that is carefully matched to their individual needs.

Quality of teaching

As a result of teaching that is largely satisfactory with some good elements, pupils achieve satisfactorily over time. Most lessons start with a demonstration by the teacher, include a short time for pupils to work independently and allow time at the end for pupils to reflect on what they have learnt. In the Early Years Foundation Stage, teachers often plan activities that enthuse children, such as when a small group discovered that they could make a narrow lightweight boat move even faster down open drainpipes if they increased the flow of water by adjusting the incline. At other times, learning slows when activities are less thought-provoking because provision areas are not always planned with children's specific interests and needs in mind.

Teachers mark pupils' work conscientiously and make helpful suggestions as to what pupils need to do to improve their work. Recently, these have been linked to targets which some pupils say they find helpful. The system, however, is in its infancy and not all teachers take account of these or assess accurately what pupils know and can do in order to ensure that tasks match pupils' needs and abilities. For example, in a mathematics lesson, the more-able pupils were demonstrably confident with different subtraction methods. They worked at top speed, accurately, but nonetheless were asked to work at the same pace as others who were less secure and were being taught a new method. The more-able pupils were set different tasks but completed these rapidly and at the end of the lesson concluded, 'We found this easy because we've done it before. That's why we met our targets in our old books.'

Teachers' expectations of the more-able pupils are not always high enough. In a good lesson, the teacher swiftly adapted the tasks, realising they were not suitably challenging. Pupils' learning came on apace because they had to think and work things out for themselves. At other times, teachers miss opportunities to ask probing questions. Sometimes, pupils' answers are more thoughtful than the questions they have been asked. For example, pupils offered a complex range of responses to a simple question, including: 'mixed emotions'; 'feels quite torn about the decision'; 'loneliness because nobody can guarantee it will work', which the teaching failed to develop further.

Parents and carers are mainly happy with the teaching their children receive and comment favourably on the, 'hands on curriculum' which 'brings learning alive'. After-

school clubs, competitive sports and a rapidly extending range of visits and visitors to school satisfactorily enrich pupils' learning experiences, including their spiritual, moral, social and cultural development. Parents and carers of children in the Early Years Foundation Stage contribute once a term to their children's 'learning journals' and so they miss out on sharing regularly important milestones in their children's learning and development.

Behaviour and safety of pupils

Pupils behave well in lessons. They listen attentively and do what their teachers ask them. They respond politely to adults' questions and work well in pairs and groups with little or no reminders to concentrate or work hard. They respect each other and the adults who work in school. Pupils are sure that there is no bullying and explain that the school deals firmly with any misdemeanours. Parents and carers agree that behaviour is good and that any instances of poor behaviour, including name-calling, are dealt with instantly and to their satisfaction. Pupils set themselves high standards and are quick to say if anyone infringes on their personal rights. They know that it is wrong to use offensive or abusive words as unacceptable terms of abuse but say this does happen very occasionally and that it is hurtful. Pupils feel safe and understand clearly what constitutes unsafe situations. They have every confidence in the adults in school to help and advise them should they have any concerns.

Behaviour around the school is safe and orderly. Playtimes are exuberant as pupils run around and play with their friends. Occasional boisterous behaviour is tempered by the thoughtful care of younger ones and the good sense of responsibility shown by school council members and the many pupils who have roles as monitors. This ensures that the school environment is a safe and pleasant place for everyone to be. Pupils respect school property and take good care of resources, especially reading books. They are proud of their contribution to school life.

Children in the Early Years Foundation Stage soon learn to share and play with others. Most pupils say they, 'really enjoy coming to school because of our friends'. Their attendance is above average.

Leadership and management

The headteacher and members of the governing body provide a concerted approach to school improvement. They have tackled staffing issues rigorously and ensured minimal disruption to pupils' learning. As part of this process, the roles of middle leaders are currently being developed. However, not all staff are fully committed to the drive and ambition demonstrated by the key leaders in terms of taking responsibility for leading and managing improvements in their curriculum areas, though some demonstrate considerable commitment. The headteacher sets and expects high standards. The success is seen in the achievement of pupils with special educational needs, pupils' good achievement in reading and the development of an imaginative, interesting curriculum that engages pupils and motivates them to learn. Leaders and managers at all levels, including the governing body, promote equality and tackle discrimination effectively. They have identified that the more-able pupils make slower progress in writing and mathematics than others and have suitable plans to close these gaps in performance.

Stringent monitoring of teaching and learning clearly indicates teaching strengths and where it needs to improve. Despite the headteacher having little time in which to lead and manage the school, many aspects have improved since the last inspection, and confirm the school has satisfactory capacity to sustain improvement. These include: developing an Early Years Foundation Stage; sharpening assessment systems in order to increase staff accountability for their pupils' progress; and developing teaching practices through visiting outstanding schools. These have yet to have full impact on pupils' overall achievements. Productive relationships with parents and carers have had a direct impact on pupils' reading skills and the success of those with special educational needs.

Leaders and managers at all levels, including the governing body, make good arrangements for safeguarding. They carry out regular and rigorous checks to ensure that children are safe and that child protection is effective. Parents and carers have every confidence in the school to keep their children safe and make learning an enjoyable experience.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 46 | 46 | 8 | 0 |
| Primary schools | 8 | 47 | 40 | 5 |
| Secondary schools | 14 | 38 | 40 | 8 |
| Special schools | 28 | 48 | 20 | 4 |
| Pupil referral units | 15 | 50 | 29 | 5 |
| All schools | 11 | 46 | 38 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Behaviour | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |
| Safety | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 January 2012

Dear Pupils

Inspection of Langton Primary School, Malton YO17 9QP

Thank you for your friendly welcome. I very much enjoyed talking to so many of you about your work. A special 'thank you' goes to the groups of pupils who spent time showing me their writing and their work in mathematics and talking with me about the books they enjoy reading. Your school gives you a satisfactory education. This means that it does some things well and has some to improve. You behave well in lessons and around school and your attendance is above average. You are responsible and look after younger ones well. This makes your school a friendly place to be. You read well for your age and I am impressed that you enjoy reading longer books and talk about them so well. Your headteacher knows just what to do to make your school even better. This is what I have asked your school to do next.

- I have asked that those of you who find writing and mathematics easy have more time to write and suitably challenging tasks in mathematics so that you make faster progress. It will also help your writing if you write in different ways for different purposes more regularly, such as writing plays, reports and poems.
- I have asked that teaching improves so that it is good or better all of the time so that everyone gets just the right amount of work at the right level to help them reach high standards.
- I have asked adults in the Early Years Foundation Stage to use the assessments they make of children's learning to help them set up more thought-provoking activities both indoors and outside and to give their parents and carers more time to contribute to their 'learning journeys'.

You can help by saying when you find the work too easy and asking for more time to finish writing. I hope you enjoy these new challenges.

Yours sincerely

Lesley Clark
Lead inspector

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