

Langtons Infant School

Inspection report

Unique Reference Number	102280
Local Authority	Havering
Inspection number	355163
Inspection dates	4–5 October 2010
Reporting inspector	Peter Sudworth

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	263
Appropriate authority	The governing body
Chair	Mr M Gleeson
Headteacher	Mrs J Gilbert
Date of previous school inspection	5 October 2010
School address	Westland Avenue Hornchurch RM11 3SD
Telephone number	01708 447866
Fax number	01708 457051
Email address	office@langtons-inf.havering.sch.uk

Age group	4–7
Inspection dates	4–5 October 2010
Inspection number	355163

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. They saw 21 lessons taught by 11 teachers. They held meetings with the Chair of the Governing Body, the headteacher, other staff and a group of pupils. They observed the school's work and looked at a range of documentation, for example that relating to safeguarding, curriculum organisation and the information used to track pupils' progress. The 109 parents and carers' questionnaire responses were analysed and also staff responses.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The effectiveness of the new leadership
- The reasons for the results in 2008 and 2009; what the school has done to improve pupils' attainment in mathematics and whether sustainable improvements continue to be made.
- The actions the school has taken to improve attendance.

Information about the school

This is an average-sized infant school with three classes in each year group. Children begin the Reception class in the September following their fourth birthday and attend for a two-hour session either morning or afternoon until half-term. They begin school full-time after half term. The proportion of pupils known to be eligible for free school meals is lower than the national average. The percentage of pupils with special educational needs and/or disabilities is also lower than in most schools. Most of these pupils have learning difficulties. Most pupils are from a White British heritage and few speak English as an additional language. Approximately one third of the staff were absent during the last academic year and temporary staff were employed. A private company uses the school premises for breakfast and after- school clubs.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where effective teaching results in pupils learning well. This, along with the secure systems, means that the good trend of well-above-average results was maintained in 2010 despite the staffing difficulties. The school has worked successfully to improve mathematics attainment, although the school does not yet ensure that the pupils apply their numeracy and information and communication technology (ICT) skills in different subjects well enough. Parents and carers are very supportive and think highly of the school. As one parent wrote, 'Langton's Infant School for me is the perfect family school. My child loves being here and most importantly they take care of him.' Care arrangements are indeed good. Several parents and carers work voluntarily in school, which enhances the parent-school partnership. They provide valued extra help for individuals and groups of pupils, and support the staff in ensuring the pupils' good progress overall.

Pupils' understanding of safety and health matters is good. The opportunities for this within a well-planned curriculum, combined with special events, support this good understanding. Pupils make a satisfactory contribution to the school and wider community. Overall, they develop a good range of academic and social skills for their future education. Pupils' attendance is satisfactory when judged against national figures. Tightening up on absence for holidays during term-time has improved it.

The new leader of the Early Years Foundation Stage has made a good start in improving this provision even further. The school has taken steps to improve learning in the outside area since the last inspection. The children have traditionally made good progress in this age group and inspection observations confirm that this is continuing.

The school has recently decided on a new structure at senior management level and the team contains some new members. They are keen to develop their skills and to become involved in further improvements. It is too early to judge the impact of this new arrangement but a good start has been made. The governing body, too, contains several new members and they are equally keen to develop their role so that they can challenge the school more effectively. The school's self-evaluation is largely accurate. The school development plan which is an effective document, and identifies the correct priorities for development, could be further sharpened by the use of precise dates and named personnel responsible for monitoring the school's progress. The good trend of well-above-average results indicates that the school has a good capacity to maintain and build upon its previous success.

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

What does the school need to do to improve further?

- Increase pupils' skills in mathematics and ICT further by ensuring that pupils have greater opportunities to use their mathematics and ICT skills in different subjects.
- Enhance the strategic development of the school by:
 - training members of the senior management team to evaluate pupils' learning and providing opportunities for them to observe learning and teaching at first-hand
 - ensuring that the school development plan is more precise about key dates and personnel responsible for monitoring the school's progress
 - developing the skills of new governors so that they can challenge the school more robustly.

Outcomes for individuals and groups of pupils

2

All pupils achieve well. Attainment on entry to the Reception class is slightly above expectations overall but with a wide range of ability. Pupils make good progress and, by the end of Year 2, attainment is well above average in reading, writing and mathematics. Good progress has been made recently in improving attainment in mathematics, which has traditionally been weaker than the two other aspects. Teachers' assessments in mathematics showed a significant improvement in 2010 with a greater percentage of pupils reaching the higher level than the national average. The increased attention to mental mathematics and problem-solving has been a significant factor in improving attainment, together with the good use of practical resources which assist the pupils' understanding. The modelling of writing by teachers and discussion about structure and content before the pupils write are contributing to the maintenance of a good standard in writing. The selection of themes which are equally interesting to both boys and girls ensures that both genders make good progress in writing. Pupils with special educational needs and/or disabilities progress well because of the good expertise in the school and the early identification of those with learning and/or emotional problems and the prompt tackling of their difficulties.

Pupils really enjoy school. They feel very safe and have confidence in the staff. As one pupil said, 'The teachers look after you.' Pupils accept that they should hold hands with a known adult when crossing roads and know that they must listen to warnings; they know they are not allowed to talk to strangers. Pupils appreciate and practise healthy lifestyles well through exercise and a healthy choice of food. They say, 'Vegetables make you grow big and strong.' Pupils behave well and look after one another. Their good behaviour in lessons supports their good progress. They make a satisfactory contribution to school life in their responsibilities and also in their involvement in the wider community. They develop a good awareness of what is right and wrong, and appreciate the world around them. Pupils discussed the changes in the seasons in detail during assembly and listened maturely to classical music.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The staff's good relationships with pupils foster good classroom environments in which pupils are confident to contribute and know that their responses are valued. Teachers recap well on previous work, occasionally through projecting photographs onto a screen, and share the intentions of lessons clearly. Teachers are not consistent, however, in enabling the pupils to know whether they have done well enough in the lesson. Marking is good. Pupils know what they can do to improve, assisted by the good targets for their future learning. When the teaching approach is really exciting, pupils' interest is gripped rapidly. In a Year 2 lesson, the teacher encouraged thoughtful questioning through role play. She took on the role of a character and encouraged the pupils to try out the technique as she announced, 'It's a bit like magic and your brain is filled with wonderful ideas.' The pupils responded exceedingly well in this lesson. Teachers prepare lessons with different abilities in mind so that the work matches their individual needs. The good use of visual methods helps to retain the pupils' concentration. However, sometimes the full value of projecting material onto an electronic screen is lost because of blurred images. Teachers track pupils' progress well over time and pick up quickly on those who are not making expected progress, and take action so that they catch up.

A creative curriculum in which the detailing of skills to be covered supports the pupils' good progress is developing well. Visits from theatre groups, such as the study of Victorian childhood, support the pupils' understanding well. The inclusion of practically based

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

learning contributes to pupils' enjoyment. While literacy is developed well in different subjects, numeracy and ICT are not yet developed as effectively. The curriculum strongly supports the pupils' knowledge of health and personal safety, and benefits from the visits of service professionals, such as the police. The annual health fair not only benefits the pupils, but also parents and carers. Pupils enjoy the annual 'Big Dance', a national event.

Parents and carers are very confident that the pupils are well cared for. The school has a good number of trained first-aiders. Supervision at break and lunchtimes is good. Effective links with other professionals help to support those pupils who have specific difficulties. Vulnerable pupils are kept under close observation. Child protection arrangements are well devised and staff are kept updated on such matters through regular training. Induction and transition arrangements are good. The headteacher visits the pupils in the junior school in Year 3 to assure herself that the pupils have settled well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's vision is clear. Its drive for improvement and embedding ambition has continued despite unavoidable disruption to staffing, enabling it to maintain its good record of results. Focused attention on improving pupils' attainment in mathematics through staff training and working on identified weaker aspects of mathematics has been fruitful. The new senior management team is enthusiastic and keen to take on a more strategic role. There are good monitoring arrangements of teaching, for example through scrutiny of pupils' work and teachers' planning. The checking of pupils' targets is good. Senior management scrutiny of pupils' progress with staff is regular.

Several members of the governing body, including the chair, are new to their roles and getting to grips quickly with their responsibilities, but they do not yet know enough about the strengths and weaknesses of the school to provide robust challenge. They securely meet their safeguarding responsibilities. This aspect is good because policies are well written and the school is very alert to the various aspects of health and safety. Good quality information is provided to parents and carers on the curriculum and school events. All pupils have equally good chances to progress well in their learning, including pupils with special educational needs and/or disabilities, and there is no evidence of any form of discrimination.

The school has made satisfactory progress in addressing community cohesion. The school has engaged well with parents and carers in auditing its provision and setting up an action plan. Links with the local community are adequate but those with a contrasting area of the United Kingdom are as yet undeveloped.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Overall, the provision in the Early Years Foundation Stage is good. The children make good progress and attainment at the end of the Reception Year is above expectations in all areas. Good teaching and positive relationships with the children and links with their parents and carers support the children's learning well. Good attention is paid to early numeracy and literacy skills through both informal tasks and more formal teaching. In one class session, the children were gaining a lot of information about books through exploring the front cover and learning terms, such as title and author, and beginning to understand that print carries meaning. This is further emphasised in play activities where the children have good opportunities to understand the purpose of writing through making marks, for example 'writing' designed to represent a shopping list. All areas of the statutory curriculum are suitably covered and the children have good opportunities to work outdoors, although some of the equipment is old. Sometimes, the activities do not fully extend and challenge the children enough, especially the more able. Teaching assistants are deployed effectively to work with groups on their activities. The children gain good independent skills. Their progress is tracked well from the time that they enter throughout the year. The new leader has made a good start, for example in the planning of the activities and in the partnership established with parents and carers.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Large numbers of parents and carers replied to the questionnaire with a higher percentage responding than is normally the case. Parents and carers are overwhelmingly supportive of the school and praise many aspects of its work. A very small number feel that their children could have more teaching time at the start of the Reception Year than the current two hours either morning or afternoon for the first half of the autumn term. The inspection team have discussed this matter with the headteacher, who plans to review this arrangement again in time for next year in consultation with the staff, governing body and parents and carers. A very few parents and carers write of their concern about general communication and the provision for those with special educational needs. A similar number of them write very positively about both these matters. The inspection team found that the provision for pupils with special educational needs and/or disabilities is good and could find no major issues about communication. Two parents or carers wrote adverse comments about behaviour. The inspection team found behaviour to be good and well managed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langton's Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 109 completed questionnaires by the end of the on-site inspection. In total, there are 263 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	61	41	38	1	1	0	0
The school keeps my child safe	71	65	35	32	0	0	1	1
My school informs me about my child's progress	39	36	61	56	2	2	1	1
My child is making enough progress at this school	41	38	55	50	4	4	0	0
The teaching is good at this school	47	43	56	51	1	1	0	0
The school helps me to support my child's learning	41	38	56	51	4	4	0	0
The school helps my child to have a healthy lifestyle	50	46	53	49	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	32	54	50	2	2	0	0
The school meets my child's particular needs	48	44	53	49	2	2	0	0
The school deals effectively with unacceptable behaviour	43	39	45	41	4	4	3	3
The school takes account of my suggestions and concerns	36	33	51	47	5	5	0	0
The school is led and managed effectively	61	47	40	37	5	5	1	1
Overall, I am happy with my child's experience at this school	56	51	44	40	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



6 October 2010

Dear Pupils

Inspection of Langtons Infant School, Hornchurch RM11 3SD

Thank you for all the help that you gave us when we visited your school. We enjoyed meeting you and talking to you about your school. You seem to enjoy school a great deal. You attend a good school and your parents and carers are pleased that you go to Langton's Infant School. We have reported on a lot of good things that we saw. Here are some of them.

- You make good progress in your work and reach a good standard in reading, mathematics and writing.
- Your teachers make your lessons interesting and you work hard.
- You get on well together and behave well.
- You feel safe and are well looked after by the teachers.
- You have a good understanding of healthy living.
- The school prepares you well for junior school.

We have suggested two things to make the school even better:

- We think that you should have more opportunities to use your numeracy and ICT skills in different subjects.
- Some of the senior teachers and the governing body are new and we have suggested how they can develop their particular jobs in the school.

Thank you once again for making us so welcome and for the help that you gave us.

Yours sincerely

Peter Sudworth

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.