

# Langley Fitzurse Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	126334
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	360054
<b>Inspection dates</b>	1–2 December 2010
<b>Reporting inspector</b>	Tony Shield

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	99
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Hatherly
<b>Headteacher</b>	Sue Lear
<b>Date of previous school inspection</b>	11 March 2008
<b>School address</b>	Middle Common Chippenham SN15 5NN
<b>Telephone number</b>	01249 750295
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## Introduction

This inspection was carried out by two additional inspectors. They visited seven lessons or parts of lessons, and four teachers were observed. Inspectors held meetings with members of the governing body, staff and pupils. They observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school improvement plan and records of pupils' progress. While there was no formal meeting with parents and carers, in reaching their judgements, inspectors took into account the views of 62 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether progress is improving and is now satisfactory through the school, particularly in mathematics.
- Whether teaching is consistently challenging, especially in mathematics.
- The impact of action taken to tackle identified weaknesses.
- The quality of the school's monitoring and self-evaluation and whether all leaders are making an effective contribution to school improvement.

## Information about the school

Langley Fitzurse is smaller than most primary schools. It draws its pupils from the village and from the neighbouring town of Chippenham. Most pupils are from a White British background, with a small number from other ethnic heritages. The proportion of pupils known to be eligible for free school meals is below average. The proportion of those with special educational needs and/or disabilities is broadly average and is increasing. Most of these pupils have moderate or specific learning difficulties. The school has received a number of awards in recognition of its work in promoting healthy lifestyles, international links and sporting activities.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Langley Fitzurse is a satisfactory and improving school. Since her appointment two years ago, the headteacher has made a determined push for higher academic standards and improved progress. Her vision has inspired the whole school community and, as a result, the school is moving forward. A realistic analysis of what needed to be done, and action to raise expectations and improve the quality of teaching, have resulted in a more positive climate for learning, and some early signs of accelerated progress. Although pupils enjoy school and make satisfactory progress, the school has rightly identified that the progress many pupils make could be better. Measures to tackle underachievement are beginning to show results and the school is poised to move forward strongly. Progress since the last inspection has been mixed, and the school's capacity for sustaining its improvement is satisfactory.

There are a number of good features as well as areas for further improvement.

- Attainment in English and mathematics is broadly average but has varied in recent years, and has been declining since 2008. This has been most marked in mathematics. However, there have been improvements, particularly in writing at Key Stage 1. Nevertheless, while progress is satisfactory, some pupils have not achieved as well as they could, particularly in mathematics.
- Pupils' personal qualities and development are a strength. Their behaviour is good, and pupils are keen to do their best. These positive attitudes are a strong factor in the improved progress they are making. Pupils are kind and considerate. They know how to live healthily.
- The school community is friendly and supportive. Individual pupils feel supported and cared for. Procedures to ensure pupils' safety are thorough and regularly reviewed. As a result, pupils say they feel safe and have a good awareness of how to stay safe.
- While teaching is satisfactory overall because of its impact on pupils' progress, some teaching observed was good. Inconsistencies remain, and pupils do not make as much progress as they might when teachers do not involve them in taking responsibility for their learning, in ensuring they know how well they are doing and in getting pupils themselves to think about how they might improve. The use of performance data has improved considerably. However, there are still some inconsistencies in the precision with which teachers use their knowledge of how well pupils are doing to set individually challenging tasks. Planning does not always ensure that skills are built on step by step and there are not enough opportunities for pupils to use and apply their basic skills in different contexts.

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- Pupils' spiritual, moral, social and cultural development is good. Assemblies are thoughtful and respectful occasions. Pupils know right from wrong and work well together in groups and with their 'talking partners'. They have a good appreciation of their responsibilities as members of the school and wider communities.
- Pupils take considerable pride in their school and above average attendance is a reflection of how much they enjoy coming. The imaginatively planned curriculum is also a key factor in pupils' enjoyment.
- The governing body is making an increasingly effective contribution to the school's development through its incisive analysis and thorough systems for keeping the school under review.
- The school works productively with parents and carers to involve them in their children's learning, and listens responsively to their views. Pupils also benefit from good partnerships with other schools and external agencies.
- Leaders at all levels have responded positively to the headteacher's approach. They are making an increasingly valuable contribution. However, not all have fully developed the skills and confidence to lead and contribute to self-evaluation and school improvement.

The school has the confidence of parents and carers and the community it serves. All those who responded to the questionnaire said their child is happy at school. Several acknowledge the changes for good that have recently been made, and many commented on the welcoming environment and hard work of the staff.

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

- Raise attainment in all subjects, and particularly in mathematics, by:
  - ensuring pupils' skills are built on step by step, practised regularly and applied in different and relevant contexts.
- Improve and accelerate the learning and progress of all pupils by:
  - involving the pupils more actively in their learning and understanding of the progress they are making
  - ensuring that pupils are consistently involved in setting targets for improving their work
  - using information on how well pupils are doing to set tasks in lessons which meet individual pupils' needs more precisely.
- Strengthen the leadership of all staff by:
  - building the capacity and confidence of all teachers to make a consistently stronger contribution to school self-evaluation and improvement through their areas of responsibility.

**Outcomes for individuals and groups of pupils**

<b>3</b>
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Attainment at the end of Year 6 has varied but has been drifting lower recently. However, this has now been reversed and progress is accelerating. Much attention has been given to ensure pupils make speedier progress in mathematics. Some good progress is now

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being made, as in a Year 5/6 mathematics lesson during which pupils showed a good understanding of coordinates and rotation about a point. Strategies to improve pupils' mental dexterity and manipulation of numbers are proving effective. Nevertheless, there is much still to be done to ensure pupils catch-up lost ground, particularly in mathematics, where some pupils' skills and confidence lag behind. The school's actions to improve writing, particularly at Key Stage 1, were successful and most pupils write with imagination and accuracy. Pupils with special educational needs and/or disabilities make satisfactory progress as a result of well-targeted provision and individual support.

Pupils of all ages work with a keen enthusiasm. They cooperate well with the teachers and with each other, listening carefully and attentively. They relish the opportunity to take responsibility, and older pupils act with considerable maturity when looking after and supporting the younger children in their learning. Pupils confidently make their views known through class and school councils and they speak with pride of their contribution to the village community, for example in singing 'carols on the common' and inviting residents from the local Leonard Cheshire Home to their Christmas pantomimes. Some lack confidence in their ability to succeed and rely too heavily on the teacher for answers. Although most pupils say they know how well they are doing and what they need to do to improve further, not all do. Pupils are developing financial literacy through taking responsibility for class and school council budgets, and are developing satisfactory skills for their futures.

*These are the grades for pupils' outcomes*

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

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

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## How effective is the provision?

Much work has gone into designing a curriculum which 'amazes, excites and inspires'. As a result, pupils' learning experiences are imaginatively planned through learning themes. While literacy and numeracy skills are threaded through many aspects of learning, more work is needed to ensure pupils' skills and understanding are built on systematically and progression and consolidation of learning assured. A good programme of visits and visitors helps learning to come alive and extra-curricular clubs further enrich the opportunities for pupils.

The school's staff work successfully to nurture a caring ethos, appreciated both by pupils and parents and carers. Pupils are well known to staff and they know that there is always someone to whom they can turn for support and help. The attention given to vulnerable children reflects the school's commitment to inclusion and ensuring all pupils are valued. Good relationships with external agencies ensure additional support when needed. Induction and transition to secondary school are sensitively managed.

While teaching is satisfactory overall, some teaching observed was good. All teachers explain the lesson's learning intentions clearly and mark pupils' work carefully both to praise and to move the learning forward. Activities are often well chosen to excite pupils and good use is made of drama, with teachers and their assistants in role to capture pupils' imagination. Reception and Year 1 pupils were both excited and concerned about the fate of Tethero and, as a result, settled down to writing with energy and interest. In the most effective lessons, the learning moves forward rapidly and planning is adapted to meet the needs of individual pupils. Questions are well used to make pupils think for themselves. However, this is not consistently the case, and pupils' progress slows when their learning is not sufficiently adjusted to build on their prior attainment. Teaching assistants skilfully support identified pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school has set out on a well-planned journey of improvement. Already there are signs of improvement, and pupils in Years 5 and 6 are beginning to catch-up lost ground. Expectations have been raised and a sharper use of performance data has given the teachers a clearer sense of where their pupils should be aiming. The headteacher has skilfully set a clear direction for others to follow. Staff have embraced her vision with enthusiasm. Realistic self-evaluation is based on a regular programme of monitoring and has provided the launch pad for these developments. Much effective work has already

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been done by the literacy leader, although the potential of all staff to contribute to school improvement has not yet been fully exploited. The governing body is playing an important and increasingly decisive role both in strategic planning and in holding the school to account.

The school's safeguarding procedures are good. At the time of the inspection, all policies and procedures to ensure the safety and well-being of pupils were in place. The child protection policy is clear and staff understand their roles in relation to ensuring pupils' safety. The school's commitment to inclusion and equal opportunities is very clear, and it has worked successfully to reduce potential barriers to learning for some individual pupils. The school already does much to promote community cohesion, particularly within the local community. It is broadening its outlook to consider links with schools nationally and internationally. However, the school has not formally audited its provision nor undertaken an evaluation of its effectiveness.

*These are the grades for leadership and management*

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

**Early Years Foundation Stage**

Children make good progress from their broadly average starting points on entry to Reception. By the time children enter Year 1, they have developed into attentive and curious learners, interested in everything around them. Children achieve well in acquiring the key skills that underpin their future learning in literacy and mathematics. A well-balanced diet of activities and mix of child-initiated and adult-led tasks ensure pupils experience the full curriculum. Indoors, the spacious classroom is well organised to accommodate different areas of learning, while outside, children play in the well-designed spaces. Careful observations of children's progress are effectively used to build up a full picture of every child's development. Individual learning targets are displayed on the apple and pear trees, so that children know what they are aiming for. Parents and carers are



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fully involved and the learning journals provide a good record of children's progress. Children play together happily, and they are confident in the trusting relationships which prevail. The Early Years Foundation Stage is well led. The leader has a good understanding of the provision's strengths and has clear ideas for developing it further.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

A higher proportion of parents and carers than is generally found responded to the questionnaire. They are overwhelmingly supportive of the school. All parents and carers who responded consider their children enjoy school and are safe while at school. Most parents and carers responded positively to all the other statements. However, a few believe their children are not making the progress of which they are capable. Parents and carers who added comments said how welcoming and accommodating the school is and how pleased they are to see the changes the headteacher is making. There were a small number of negative comments, mostly concerned with the quality of communication between home and school, something the school is working successfully to overcome, and concerns about the variability of the teaching. Although inspectors recognise this has been the case in the past, they judge teaching to be improving and of a more consistent quality.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langley Fitzurse Church of England Primary 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 99 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	63	24	39	0	0	0	0
The school keeps my child safe	43	69	20	32	0	0	0	0
My school informs me about my child's progress	25	40	35	56	2	3	0	0
My child is making enough progress at this school	25	40	28	45	5	8	3	5
The teaching is good at this school	37	60	18	29	3	5	0	0
The school helps me to support my child's learning	35	56	21	34	6	10	0	0
The school helps my child to have a healthy lifestyle	31	50	27	44	5	8	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)	31	50	26	42	2	3	0	0
The school meets my child's particular needs	30	48	24	39	5	8	2	3
The school deals effectively with unacceptable behaviour	32	52	25	40	4	6	0	0
The school takes account of my suggestions and concerns	26	42	29	47	6	10	0	0
The school is led and managed effectively	30	48	26	42	6	10	0	0
Overall, I am happy with my child's experience at this school	34	55	23	37	5	8	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



3 December 2010

Dear Pupils

**Inspection of Langley Fitzurse Church of England Primary School, Chippenham SN15 5NN**

I am writing to thank you for helping us during the inspection of your school. We especially enjoyed talking to you and listening to your views. We have taken these views into account in writing this report. Langley Fitzurse Primary is a satisfactory and improving school. Here are some of the main findings from the report.

- You told us how much you like school. We agree with you when you say that this is because the school is such a safe and happy place and that you all get on well together. Your behaviour is good, both in and out of the classroom.
- You are now making more progress with your learning, but some of you still have much to catch-up, particularly in mathematics. We have asked the teachers to make sure you practise your skills in mathematics by using them in different subjects. We have also asked the teachers to make sure you know how well you are doing in your lessons. You can help by asking how you can make your own work better!
- Your teachers make learning fun and interesting, but do not always set work which is at the right level for each one of you, or which enables you to learn things step by step. Again, we have asked them to look more carefully at doing this.
- We were impressed by your kind and thoughtful behaviour around the school. In lessons, you all try hard to do your best. This really does make a difference to how well you make progress. We think you are growing up into sensible young people.
- The school takes good care of you and this enables you to feel safe. You have a good understanding of how to live an active and healthy life.
- The governors, the headteacher and all the staff are working successfully to make the school better, and we have asked them to look again at how all teachers can support and contribute to this important work.

Thank you once again for your help during our visit, and best wishes for your work in the future!

Yours sincerely

Tony Shield

Lead inspector

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