

Langtoft Primary School

Inspection report

Unique Reference Number	120381
Local Authority	Lincolnshire
Inspection number	358750
Inspection dates	25–26 January 2011
Reporting inspector	Ruth McFarlane

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	Susan Oakley
Headteacher	James McCullough
Date of previous school inspection	26 September 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed eight teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies and arrangements for safeguarding children, the school improvement plan and pupils' progress and attainment data. The inspection team spoke with parents and carers and analysed 106 completed questionnaires from them, as well as questionnaires completed by pupils and staff.

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

- Whether there is enough sustained improvement in pupils' progress and outcomes to judge that the school's overall effectiveness has risen to good.
- How well do subject leaders contribute to school improvement?
- How well is pupils' progress promoted through effective deployment of staff?
- Whether the work to promote community cohesion has a good impact on pupils' personal development and their contribution to the wider community.

Information about the school

This is a smaller than average-sized school where the vast majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average although more than usual have a statement of special educational needs. Their difficulties are mostly moderate learning difficulties or behavioural, social and emotional difficulties. The Early Years Foundation Stage comprises of 22 reception-age children. The school holds Healthy Schools status and the Activemark.

Before-school and after-school care is run by other providers and was not part of this inspection.

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

2

Main findings

This is a satisfactory school. Strong leadership has led to significant improvements in provision since the last inspection. In consequence, pupils' personal skills have strengthened and a sharp increase is evident in their attainment in mathematics, which had dipped. Action is now being taken to effect a similar improvement in writing, but the impact is not yet evident in pupils' progress or attainment in this subject. By Year 6, pupils achieve satisfactorily overall. Above average attainment in reading and mathematics in the Year 6 national tests in 2010 reflects pupils' higher starting points in these subjects. Writing attainment is average. This picture is confirmed by inspection evidence of current work and by the school's data for tracking progress.

The school's work is underpinned by its excellent engagement with parents and carers. As one commented, in the questionnaire, 'They even have phonics lessons for parents!' This triangular approach of school, home and pupil has helped bring outcomes close to good. Pupils' personal skills in particular are strong.

Children start at school with skills and abilities generally in line with expectation. Strengths in the Early Years Foundation Stage provision mean that progress is good there, although activities in the outdoor area are not as well planned as other areas. Through the school as a whole pupils' progress is inconsistent because of variations in the quality of teaching and in the use of assessment. Over half the teaching observed was good. Overall, teaching is satisfactory and has not yet led to sustained good progress except in the Early Years Foundation Stage. The best lessons feature brisk pace and exciting challenge, promoting good progress. However, sometimes, learning tasks are over-prescriptive, so pupils are not given enough opportunity to think creatively for themselves. Teachers' expectations are sometimes not high enough. They do not always use the information about pupils' prior learning to pitch tasks at the right level. This occurs more often, but not exclusively, in class writing lessons.

The headteacher has built up the skills of leaders and managers very effectively. They all help monitor pupils' progress and devise potent action for improvement. As a result, inadequate teaching has been eliminated and the proportion of good teaching has improved. However, lesson monitoring and work scrutiny tend to focus on what the teacher does more than its impact - how much progress pupils are making. This focus on the teacher has been very effective in eliminating weaknesses but is less so when it comes to the next stage of refining and building on strengths. Nevertheless, the school's self evaluation is an accurate analysis of strengths and weaknesses. It benefits from the contribution of all staff, because staff are deployed effectively to lead areas and facilitate and improve learning. These strengths, together with the strong teamwork evident, indicate good capacity for sustained improvement.

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Up to 40% of the 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?

- Improve the quality of teaching and learning, especially in writing, so that a large majority of lessons are good or better, by:
 - raising teachers' expectations so that tasks offer more challenge to pupils
 - providing more opportunities in lessons for pupils to work independently and creatively
 - ensuring that teachers use assessment information effectively in their planning to match tasks precisely to pupils' needs
 - fine tuning monitoring activity by focusing it and subsequent action on the progress that pupils make.
 - Develop planning in the Early Years Foundation Stage to ensure that the outside area is used more effectively to support and embed learning.

Outcomes for individuals and groups of pupils

3

Achievement is satisfactory. Pupils make the best progress and enjoy their learning the most when lessons pulsate with discussion and independent learning which keeps attention and interest focused. This was the case in a lively Year 2 science activity where pupils excitedly worked out the difference in characteristics of plants and insects. Progress was rapid, too, in a Year 6 mathematics session when pupils plotted sets of values to produce shapes. The different tasks were well matched to the different abilities. Lessons like these showcase pupils' enjoyment and interest. However, the majority of lessons observed generated only satisfactory progress, with often the same task for the whole class and limited challenge.

There is no significant difference between the progress of boys and girls. Inspection evidence shows that pupils with special educational needs and/or disabilities, including those with moderate learning difficulties and those with behavioural, social and emotional difficulties, have well-targeted support. Because of this, their progress matches that of other pupils. Pupils make good progress in their basic skills such as handwriting and spelling because there are well-established specific teaching programmes in place. However, their development of higher level skills in writing is weaker. This is because there are limited opportunities to write in a more open-ended and extended way.

Attendance is above average. Pupils have a good understanding of how to stay safe, for instance on the internet and in road safety. They are knowledgeable about how to live a healthy lifestyle and they participate enthusiastically in diverse extra-curricular activities, such as dance, cookery and cross-country running. Behaviour observed during the inspection was never less than good. Pupils' basic skills and experiences of exciting enterprise activity such as the growing of vegetables in class allotments for later sale, means they are well prepared for their future. Pupils make a strong and positive contribution to their school and local community through their school council, which links with other schools, and through their good links with local businesses. Pupils' spiritual,

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moral, social and cultural development is also good overall, but their understanding of children in other circumstances and locations is underdeveloped.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
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	2
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	2
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 school's work to achieve Healthy Schools status and the Activemark has made a positive impact on pupils' personal development, supported by the good programme of personal, social and health education. There are enriching opportunities for pupils to learn a modern foreign language and participate in sports. Pupils in Years 4, 5 and 6 can take part in residential visits. Curricular planning is now fully cross-curricular and this has invigorated learning since the last inspection, making it relevant and exciting. The impact on pupils' outcomes has yet to be fully felt, because the delivery of the curriculum through the teaching remains satisfactory overall. There is some good teaching in both key stages. In the best lessons, teachers generate excitement and interest through setting practical tasks which require pupils to solve problems and apply their skills and knowledge imaginatively. In the less effective lessons, teachers over-direct activities and this limits the opportunities for pupils to think for themselves. Teachers' make largely accurate assessments of pupils' progress, although they do not take this information fully into account in lesson planning.

The school is a caring community. The vast majority of parents and carers are particularly appreciative of the well-organised support offered for their children. The school's work to

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maintain above average attendance is effective and most recent data show that the small amount of absence is reducing further. Good partnerships with other agencies assist the school in its good care, support and guidance of pupils, particularly those whose circumstances may make them vulnerable. Records show that the school deals very promptly with any isolated incidents of behaviour.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 headteacher has developed the roles of all leaders and managers significantly so that all are fully involved in the drive for improvement. As a result, procedures for the incisive analysis of data about pupils' progress have improved significantly since the last inspection. The impact of this, along with monitoring and good coaching to improve teaching, is clearly seen in the rapid gains in attainment in mathematics and the general upward trend in pupils' progress. In some ways the school promotes equality of opportunity well. For example, in its sharp data analysis and the way it ensures those with special educational needs and/or disabilities are well supported and included. However, the more limited focus on learning of different groups in the school's lesson monitoring means the way it promotes equal opportunity and tackles discrimination is satisfactory rather than better.

Staff morale is high and parents and carers feel very positive about the school. They are kept exceptionally well informed about all aspects of their children's achievement, well-being and development. They are regularly consulted and invited to be involved. This makes a very positive impact on pupils' learning.

Governance is good. Governors are well informed about the strengths and weaknesses of the school and are developing their understanding further through presentations from staff and training about data analysis. Policies for safeguarding are implemented well and staff and governors have clear roles. The school's promotion of community cohesion is satisfactory. It plays a key role in the school and local community, especially through informal partnerships with other schools, and this makes a strong impact on pupils' contribution to the community and their personal development. In an almost totally White British community, the school helps its pupils understand diversity and the range of ethnicities that is the United Kingdom today by linking with another local school. However, meaningful links with families from more diverse and global communities are underdeveloped.

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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	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

The Early Years Foundation Stage is managed well and this leads to children making good progress towards the early learning goals, maintaining the position at the time of the last inspection. As a result they enter Year 1 with above-average attainment in all areas of learning. Children settle quickly into classroom routines because of the good systems in place and a warm and welcoming atmosphere. There are excellent links with parents and carers. The effective arrangements for ensuring that children are safe and well cared for mean that they feel secure and happy. Children's behaviour is managed well. Their welfare is well organised and hygiene is promoted satisfactorily. Assessment systems are used well to plan for the next steps in children's learning. However, the outside environment does not fully reflect the rich provision inside. In particular, adults do not always provide activities there which are stimulating enough and promote independent learning or link with the good teacher-led activity. This means that although a good balance of indoor and outdoor activities is offered, children have limited opportunities to embed and develop their learning outside.

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	2

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Stage

Views of parents and carers

Over half the parents and carers responded to the questionnaire; a larger proportion than is typical. A large majority are fully supportive of the school. They particularly feel that their children enjoy school, that teaching is good and that the school helps their children to be healthy and prepare well for the future. A few parents and carers expressed concern about the school's management of behaviour. Inspectors looked carefully into their concerns and judged behaviour and its management to be good in and around the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langtoft 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 106 completed questionnaires by the end of the on-site inspection. In total, there are 190 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	64	35	33	0	0	1	1
The school keeps my child safe	78	74	22	21	3	3	2	2
My school informs me about my child's progress	48	45	54	51	4	4	0	0
My child is making enough progress at this school	53	50	49	46	2	2	2	2
The teaching is good at this school	67	63	34	32	2	2	1	1
The school helps me to support my child's learning	58	55	45	42	1	1	2	2
The school helps my child to have a healthy lifestyle	63	59	41	39	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)	62	58	40	38	1	1	1	1
The school meets my child's particular needs	57	54	45	42	3	3	1	1
The school deals effectively with unacceptable behaviour	42	40	44	42	7	7	8	8
The school takes account of my suggestions and concerns	37	35	62	58	4	4	1	1
The school is led and managed effectively	51	48	49	46	4	4	2	2
Overall, I am happy with my child's experience at this school	67	63	34	32	2	2	2	2

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



27 January 2011

Dear Pupils

Inspection of Langtoft Primary School, Peterborough, PE6 9NB

Thank you for the warm welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you.

Yours is a satisfactory school. This means some things are fine and some could be better.

You told us you appreciate the care that all adults show to you and that you enjoy coming to school. Your above-average attendance confirms this. You enjoy the residential visits as well as all the clubs available. The 'Langtoft's Got Talent' session looked fun!

The standard of your work is above average in mathematics and reading. In writing it is average and you are working hard to improve, but some of you could make even better progress. To help your school become even better, I have asked your headteacher and the governing body to check your progress is as good as it can be in lessons and make sure all lessons are as exciting and challenging as the best, with tasks that are just right for your different abilities. I have also asked for opportunities to be given to you in lessons to make you think things out for yourselves a bit more. For the little ones, I have asked that teachers' planning for the outside area activities are linked more to children's learning and that more of them follow up on what they have been learning with the teacher.

You can help by always trying your best and continuing to enjoy school.

Yours sincerely

Ruth McFarlane

Lead inspector

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