

Langdon Primary School

Inspection report

Unique Reference Number	118398
Local Authority	Kent
Inspection number	358335
Inspection dates	22–23 March 2011
Reporting inspector	Rowena Onions

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	68
Appropriate authority	The governing body
Chair	Christine Hilson
Headteacher	Lynn Paylor-Sutton
Date of previous school inspection	15 January 2008
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Introduction

This inspection was carried out by two additional inspectors. Nine lessons were observed and three teachers were seen teaching. Meetings were held with pupils, governors and staff. The inspectors observed the school's work and looked at data on pupils' progress, the school improvement plan, reports from the School Improvement Partner and a range of other documentation. Responses from 28 parents to the Ofsted questionnaire were received and analysed, together with 34 pupil and 12 staff responses to their respective questionnaires.

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

- The effectiveness of provision for pupils with special educational needs and/or disabilities.
- The impact of the renewed curriculum on pupils' learning and enjoyment.
- The impact of the new leadership team ♦ headteacher, staff and governors ♦ on school self-evaluation and improvement.
- The quality of provision in the Early Years Foundation Stage, especially outdoor learning.

Information about the school

This smaller than average-sized school serves its local area in rural Kent. Almost all pupils are of White British origin and speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average. A broadly average percentage of pupils have special educational needs and/or disabilities, including moderate and specific learning difficulties. Pupils, including those in the Early Years Foundation Stage, are mainly taught in mixed-age classes. The headteacher took up post in September 2010. Most of the members of the governing body have become governors of the school since its last 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?

2

The school's capacity for sustained improvement

2

Main findings

Langdon is a good school. Pupils' attainment has risen significantly since the school's last inspection and is now above average. Children are given a good start to their education in their Reception year. The good teaching they receive in this year group is continued throughout the school, so that pupils in all year groups are enabled to make good progress. Particular attention has been paid to increasing the progress of pupils with special educational needs and/or disabilities and they too make good progress. The teamwork between teachers and very skilled teaching assistants is notable and has a particularly positive impact on this group of pupils. Overall provision for children in the Reception year is good, but at the time of the inspection there was no dedicated area for these children to work outside. Although they do have the opportunity, the difficulties of providing it means this aspect of learning is not playing the part that it should in promoting even faster progress.

The newly appointed headteacher has made a strong start in leading the school. Improvement work has been having a positive impact over the last three years and has accelerated over the current academic year. The school team of staff and governors has worked alongside the headteacher and together they are striving for excellence. Detailed self-evaluation has provided a clear picture of strengths and areas for improvement. As a result, a significant number of new initiatives have been put in place. Some, particularly changes to the curriculum, are already having marked effect. Others, for example those linked to the use of assessment to accelerate progress, need more time to embed and to show impact. In particular, the use of feedback, especially marking, is not yet systematically and precisely showing pupils where and how they could improve their work. The clear vision, strong school team and the established but accelerating record of school development show that the school has good capacity for sustained improvement.

Parents and pupils are very positive about the school. The pupils are a delight, being articulate, confident and hard working. Good, individual care and guidance ensure they feel nurtured and supported. Pupils speak very enthusiastically about the curriculum which allows them to see the relevance of their learning. Pupils are excited by opportunities to learn from visits and visitors and through practical activities. This and the successful emphasis on the development of the basic skills make the curriculum good overall. The provision of opportunity to practise literacy skills through other subjects, although relatively new, is developing well. However, the headteacher is correct in identifying that, when this work is fully established, this type of opportunity needs to be extended to mathematics. Aspects of the curriculum which support personal outcomes, such as pupils' particularly strong knowledge of how to keep healthy, are very successful in ensuring all-round development. Pupils' strong social and moral understanding is demonstrated in their outstanding behaviour. Pupils display empathy for each other and for others beyond the school. They show good attitudes to diversity, saying that everyone has a right to live

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according to their traditions and beliefs. However, they lack knowledge about the faiths and cultures of others living in the United Kingdom and so are less able to develop full understanding of the community in which they are growing up.

What does the school need to do to improve further?

- Ensure that feedback, especially marking, is precise in showing pupils how and where they could improve their work.
- Extend the curriculum by:
 - embedding opportunities for pupils to practise literacy skills in other subjects and then extending this type of approach to mathematics
 - providing pupils with the opportunity to learn about the faiths, cultures and traditions of others living in the United Kingdom.
- Develop outdoor learning in the Early Years Foundation Stage.

Outcomes for individuals and groups of pupils

2

Pupils are keen to learn and this translates into good concentration and effort in class. Pupils' enthusiasm is evident when pupils voluntarily work at home to extend their knowledge and join in with the wide range of after-school clubs organised by the school. Pupils are willing to think deeply, for instance placing themselves in the position of Anne Frank when writing about the highs and lows of her daily life. Their good grasp of basic literacy skills allows them to work at this higher level and thus to reach higher levels of attainment. It also demonstrates the pupils' ability to consider the feelings of others. A lack of knowledge of cultures and faiths currently inhibits them from translating this into a better level of cultural development.

Outstanding behaviour allows teachers to give pupils the freedom to get excited at times, for example cheering loudly when they are successful in playing a game in mathematics, because they know that their pupils will instantly calm down when asked to. Their personal and educational attributes, and the strong relationships that are evident at every level, are preparing pupils well for their later lives. A small number of parents and carers, however, are not as supportive in helping with this as they should be when they fail to get their child to school punctually. Pupils respond very well to initiatives aimed at improving their health. They take positive action to make this part of their lives. They display the same level of knowledge in matters concerning safety and they report feeling very safe and secure in school. However, they do not yet show full willingness to take responsibility for their own safety, especially in the use of internet social networking sites. Pupils very maturely take on responsibilities around the school and in the immediate community. They are beginning to play a part in taking more responsibility for assessing their own learning and in helping the school to improve the impact of lessons, but more time is needed before the result of this is evident.

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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	1
The extent to which pupils adopt healthy lifestyles	1
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	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?

Teachers are skilled in providing for pupils of different ages and abilities in a single class. For example, all pupils in the mixed Reception, Year 1 and Year 2 class begin lessons together, but a sensitive flexibility allows the teacher to accurately judge when they are better served by working within age or ability groupings. Teachers teach enthusiastically, providing a very positive model for pupils about the joys and benefits of learning. This, with the increasingly integrated nature of the curriculum, is of very significant benefit to the pupils, especially in improving achievement in literacy and in information and communication technology. Improvements to the mathematics curriculum, aimed at assisting pupils in the development of problem solving skills, has had impact in raising rates of progress. However, opportunities to use mathematics in other subjects are not yet playing a full part in helping pupils to make even greater progress. The small number of pupils in the school allows them to be individually known. As a result, pupils feel safe and relaxed. Personal guidance is strong and is being securely extended to academic guidance. Teachers use assessment well in planning appropriately stretching work for groups of pupils. Newly-introduced assessment procedures are beginning to make this more individualised and, through the sharing of targets, the guidance given to pupils is becoming more useful to them. Pupils are provided with feedback, including through marking, but this is often a generalised comment, such saying to a pupil that they should have used more adjectives in a piece of writing, rather than showing them examples of places where these could have use them to enhance the text.

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These are the grades for the quality of provision

The quality of teaching	2
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?

Systems for school self-evaluation are becoming increasingly robust, with teachers and governors being more systematically involved. The resulting evaluation is accurate as well as detailed. The information has been translated into an agenda of aspects of provision needing development. Many positive initiatives have been put in place which are beginning to address the most important aspects of this agenda. The headteacher is now in a position to prioritise other areas requiring development so that the pace of change is both manageable and sustainable. Good governance has supported the school well through recent changes. Governors are both proactive and constructive in the way they support and challenge the school. They have been fully involved in ensuring that the pupils are properly protected and safeguarded. There are informal ways for governors to seek the views of parents and carers but these are not sufficiently structured and publicised to allow them to play a full part in school improvement. Relationships with parents and carers are, however, positive. They are well informed and encouraged to be full partners in helping their child to do well. The progress pupils are making is robustly assessed, tracked and monitored. Discussions between staff and the headteacher ensure that any potential underachievement is identified and action taken to prevent this. This and the ethos of full inclusion ensure equality of opportunity for all. The school knows its local community well and has very successfully put in place measures to enhance cohesion within school, in the local community and internationally. An audit of the provision, however, shows that there is not yet a fully developed strategy for extending this work to cohesion within the United Kingdom.

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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	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

Very skilled classroom organisation and deployment of staff mean that children in the Reception year benefit from being taught alongside older pupils, whilst being given good opportunity to learn in a way that is appropriate for their ages. As a result, by the end of the year most have attained the skills and knowledge expected for their age and many have attainments in excess of this. In most ways, the curriculum they are offered is well balanced. It allows children to work both with adults and to explore and discover for themselves. There are good opportunities for children to develop social as well as academic skills. For example, when playing a game designed to develop positional language, they were required to hand pieces of the game to other children to help them fill their game board. Opportunities to work outdoors are provided, but the lack of a secure area for outdoor learning presents difficulties that restricts both the time children can be outdoors and the type of activities that are planned. There has been good leadership in ensuring the overall quality and impact of the provision has been maintained. Governors have tried hard to provide a dedicated outdoor space, but progress has been slowed by legal matters beyond the school's control. These have, however, now been resolved and plans to extend the provision are well advanced.

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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

Parents are overwhelmingly positive about the school. Their opinion can be summed up by one who wrote, 'A wonderful school with a family feel to it. Staff really care about the children. Both our children have made very good progress and are happy. I can't think of a better school.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langdon 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 68 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	82	5	18	0	0	0	0
The school keeps my child safe	24	86	4	14	0	0	0	0
My school informs me about my child's progress	15	54	13	46	0	0	0	0
My child is making enough progress at this school	18	64	8	29	1	4	0	0
The teaching is good at this school	22	79	6	21	0	0	0	0
The school helps me to support my child's learning	16	57	12	43	1	4	0	0
The school helps my child to have a healthy lifestyle	16	57	12	43	0	0	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)	14	50	12	43	0	0	0	0
The school meets my child's particular needs	16	57	12	43	0	0	0	0
The school deals effectively with unacceptable behaviour	16	57	12	43	0	0	0	0
The school takes account of my suggestions and concerns	15	54	12	43	0	0	0	0
The school is led and managed effectively	21	75	8	29	0	0	0	0
Overall, I am happy with my child's experience at this school	22	79	6	21	0	0	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	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.



24 March 2011

Dear Children

Inspection of Langdon Primary School, Dover CT15 5JQ

We very much enjoyed our time at your school. How lucky you are to go to school in such a beautiful place! We agree with you that yours is a good school and we can see why you enjoy being there. Thank you for talking to us and helping us to get to know what goes on in your school.

These are some of the things we liked best about your school:

- The good progress you make in English and mathematics.
- That your teachers and assistants make learning interesting and exciting.
- The exemplary way in which you behave, which means that you can get excited about things because you know how to calm yourselves afterwards.
- The efforts you make to keep yourselves healthy.
- The care that adults take of you, so that you feel safe and secure.
- The hard work your headteacher, staff and the governors are putting in to make your school better and better ♦ and your contribution to this.

In order to improve your school, we have asked your headteacher and the staff to:

- give you more precise information about how you can improve your work
- extend the curriculum by:
 - planning more opportunities for you to use mathematics in your topic work
 - helping you to learn more about the faiths, cultures and traditions of other people living in the United Kingdom
- give children in the Reception year better opportunities to learn out of doors.

Thank you again for the way you made us feel so at home in your school. We know that you will continue to contribute to making your school better in any way that you can. We wish you every success in the future.

Yours sincerely

Rowena Onions
Lead inspector

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