

# Langshott Infant School

## Inspection report

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<b>Unique Reference Number</b>	125104
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	367431
<b>Inspection dates</b>	28–29 November 2011
<b>Reporting inspector</b>	John Anthony

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire Creed
<b>Headteacher</b>	Margaret Clare
<b>Date of previous school inspection</b>	27–28 September 2006
<b>School address</b>	Smallfield Road Horley Surrey RH6 9AU
<b>Telephone number</b>	01293 776341
<b>Fax number</b>	01293 821540
<b>Email address</b>	info@langshott.surrey.sch.uk

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<b>Age group</b>	4–7
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## Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons featuring the work of seven teachers. They held meetings with representatives of the governing body, staff and groups of pupils, and met informally with parents and carers. They observed the school's work and looked at curriculum planning, records of pupils' progress, school documentation and monitoring records of teaching and learning. Inspectors analysed questionnaires returned by 78 parents and carers, and 19 from staff.

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

- The extent to which guidance given to pupils helps them to take more responsibility for their learning and improve their progress.
- Whether different groups of pupils make similar progress and the balance of their progress across different subjects.
- How well leaders and managers drive improvement, and how positive the vision for improvement is shared by staff, parents and carers, and governors.

## Information about the school

Langshott is a smaller than average for a primary school. The majority of the children are from White British backgrounds with a below-average number coming from minority ethnic heritages. The proportion of pupils known to be eligible for free school meals is also below average. The Early Years Foundation Stage comprises two Reception classes. Most children attend pre-school education, some having attended a Nursery in the school grounds, which is independently run and therefore inspected separately. The school opens between 8.00am and 6.00pm with breakfast and after-school care clubs managed by the school.

**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 with an atmosphere of friendliness, welcome and trust. Pupils grow in confidence, academically and personally, so that by the time they leave the school, they have, for their age, developed into well-grounded and mature personalities. The exemplary behaviour routinely seen around the school has a profound effect on their progress and learning. Central to the pupils' excellent personal development is the self-assurance that they gain through being encouraged to learn through dialogue. This enables them at an early age to develop socially into articulate young people, very well prepared for the next stage of their education. Pupils confirm that they benefit immensely from extremely caring and dedicated relationships with all the staff, telling the inspection team that their teachers are really fun, and saying, 'They look after us really well.' Their parents and carers agree; as one said, 'We are delighted with how the Langshott team treat our child. They treat each child as an individual.' Enjoyment in their education is reflected in pupils' above-average attendance and very good levels of punctuality.

Pupils receive good guidance to improve their learning which, together with consistently good and sometimes outstanding teaching, is helping to increase their rates of progress. This, in turn, leads to good achievement and above-average attainment, with high attainment in mathematics. Pupils with special educational needs and/or disabilities make at least as good progress as others. Since her appointment last year, the headteacher has focused on raising pupils' already good overall academic achievement. She has introduced a more refined data collection process, which provides teachers with clear information on the progress of pupils, individually and in groups. However, this information is not yet fully used by teachers to inform their planning and pupils are not always clear from the assessments, marking and feedback they receive as to their next steps to accelerate their learning. The Early Years Foundation Stage provides a warm and safe learning environment. It is well managed, provides the children with a stimulating and enjoyable curriculum, and makes good use of the impressive outdoor facilities to provide activities that are well matched to the children's needs and interests.

The school's self-evaluation has correctly identified the need to improve communication within the school. This includes completing a restructuring of the senior team and appointing a substantive leader to deputise for the headteacher and to ensure swift dissemination of decisions. An action plan for improvement based on the outcomes of the self-evaluation has been introduced. This, together with the maintenance of outstanding outcomes for pupils in key areas, the determination of

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leaders and managers to continue to provide a good learning environment for the children, and the excellent relationship with parents and carers, demonstrates that the school has a good capacity to improve.

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

- Improve the quality of provision, building on existing strengths, by:
  - teachers using data consistently to inform their planning to ensure that lessons match pupils' needs more closely
  - teachers improving feedback so that pupils know what their next steps to improve are.
  
- Improve communication within the school by:
  - completing the leadership restructuring process, and in particular making an early appointment of a substantive leader to deputise for the headteacher
  - engaging staff more and disseminate decisions swiftly.

## Outcomes for individuals and groups of pupils

**1**

Outcomes for pupils are outstanding because their academic achievement is good and their personal development is exceptional. All pupils make good progress in their learning. They reach above-average attainment overall with some high attainment in mathematics, which has consistently been a strength of the school.

Pupils take a keen interest in the world around them, gaining valuable insights into scientific discovery and becoming familiar with cultures other than their own. They are very aware of how to keep safe and healthy, and are especially interested in their own environment. Pupils have an impressive level of appreciation of the natural world. They are particularly proud of their role in building a live willow dome and enthusiastically take part in collecting compost and recycling to grow plants and vegetables from seed. The school's own team of 'eco-warriors' take care to keep the buildings and school grounds free of litter, which led to the award of a Litter Free Schools gold award earlier this year. Pupils show their impressive artistic talents in displays around the school and participate energetically and enthusiastically in physical activities, for example in the high take-up for the Tae Kwondo after-school club, and taking advantage of coaching in gymnastics, football, multisport and golf.

The school's philosophy as 'a school that fosters independence' leads to pupils having high expectations of themselves and of each other. They are extremely responsible, having an active voice through membership of the school council and representing the school at federation events, such as the local schools' 'Pupil Voice' conferences. Their behaviour while in the classroom, at play and in the wide range of activities is exemplary, as seen in the extent to which they care about each other and the respect they show to staff and visitors.

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Pupils support many charitable ventures, including a homeless charity through their harvest contributions and using donations at Christmas to support the basic needs of a young boy in South America. These qualities combine to demonstrate outstanding spiritual, moral, social and cultural development.

*These are the grades for pupils’ outcomes*

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

**How effective is the provision?**

Pupils are provided with a good curriculum which has a number of significant strengths. They make outstanding progress in mathematics because the subject is well planned for pupils of all abilities and taught very well. A vibrant and stimulating learning environment is complemented by exceptionally well-developed grounds which encourage the pupils’ fascination with the natural sciences and generate lively physical activity. There are many exciting opportunities which enrich their learning experience. Pupils benefit from visitors such as writers coming to work with them to develop their interest in English and artists visiting to help them complete some impressive artwork. The curriculum has recently been redesigned to provide a more skills-based approach. Pupils do not always understand how they can make their learning better, and the use of information and communication technology across the curriculum is inconsistent.

Teaching is good and some is exceptional. One parent commented, ‘The quality of the teaching is great, I have great faith in the teachers at Langshott.’ In one lesson on letters and sounds, pupils made rapid progress because they were all engaged by the teacher in a conversation which kept their rapt attention. The fun of the lesson

<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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lay in correctly identifying which sets of letters were not words, ‘rubbish’, and which were, ‘treasure’. The pupils then placed the letters in a treasure or rubbish bin. The enjoyment of learning kept the pupils active and focused, and keen to quickly identify the correct answers.

A significant factor in the success of teaching is its focus on encouraging the pupils to develop confidence in speaking and listening, and to be independent. As a result, they understand quickly, ask questions which help to confirm their understanding and develop very high levels of eloquence for their ages. Taking responsibility for their learning runs hand-in-hand with taking responsibility for their environment. Both aspects were clearly seen towards the end of one lesson when pupils calmly went in groups to collect drinks and apples, and then sat down to continue the lesson as it led into listening to a story. Pupils participated in the story, took their refreshments, and then individually went to place wrappers, cartons and apple cores into separate waste containers. The process was completely seamless without a break in the momentum of learning. At break shortly afterwards, volunteers took the remains to a large compost. ‘It’s for the environment, so that it can turn into soil, and then we can grow vegetables in it,’ one pupil explained.

The pupils’ welfare is a high priority and is secured by outstanding care, guidance and support. Pastoral care reaches out to families as well as children, so that families can better help their children in both their personal and academic development. The school runs a cheerful breakfast club and after-school club, providing children with a healthy start to the school day, and a safe and pleasant environment at the end of the day. Very good links with external agencies help to support children and their families. Strong links with local pre-schools and the junior school help in very smooth transition into the school and onwards to Key Stage 2.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<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>1</b>

**How effective are leadership and management?**

The headteacher and senior colleagues lead a very strong and committed staff team which shares a determination to provide pupils with the best learning experience possible. Parents and carers recognise the success of this process, one commenting, ‘I really appreciate the staff going that extra mile to help the children.’

A very strong and fruitful relationship with parents and carers has been established. One excellent initiative, the holding of regular subject-based workshops to inform

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them how they can help their children to progress in their learning, has been very successful. The school also benefits from fundraising through social events organised by the very active parent/teacher association, the Friends of Langshott, and a large team of voluntary helpers from among parents and neighbours supports pupils with their learning.

The structure of the governing body has recently changed with a new Chair and Vice-Chair, and some new members. It remains strong and has a clear impact on planning for improvement. Members of the governing body started a review of communication which had been flagged by staff as an area needing improvement. Good partnerships have been established with other schools and pre-school providers, and excellent use is made of external welfare agencies to help pupils and their families.

The strength of the school’s community cohesion lies in the support it receives and gives to its local community, although planning to further national and global links is not so evident. Safeguarding pupils is central to the school’s ethos of care. All statutory requirements are met, staff receive regular training and child protection procedures are well organised. Risk assessments are comprehensive and thorough. Stringent safeguards are in place to ensure the safety of pupils and staff during the school day. In this highly inclusive school, where mutual respect is a clearly promoted quality, everybody is treated equally and no discrimination of any kind is tolerated.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>1</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children benefit from a well-run and well-equipped setting. Parents and carers agree



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about an overwhelmingly positive impression; in the words of one, 'The Reception team at Langshott are outstanding. They are professional, friendly and excellent at managing behaviour.' Although the inspection team found the The Early Years Foundation Stage to be a good provision overall, its strengths lie in the very positive relationships the staff establish with children, the high standard of care, and the corresponding excellent behaviour of the children. This in turn leads to the children learning with confidence and making good progress both academically and in their personal development.

The curriculum is well matched to children's needs and abilities. The children benefit from a wide variety of activities to help them learn, especially enjoying the wonderful outdoor environment. This area stimulates them to use natural resources, become familiar with digging and planting seeds, and using binoculars to explore the woodland area. The children respond positively to guidance and, although at times their learning is a little too passive, they confidently choose their own activities, work well in groups and on their own, and as a result, develop excellent social and independent skills in learning.

Children's good learning is supported by good and sometimes outstanding teaching. In one lesson, the teacher developed the theme in the form of a game. Children were excited when they found they could match two- and three-letter words to the correct sounds, and as a conclusion, all the children reinforced the same sounds as a group, having made excellent progress. Transition to Year 1 is managed very effectively and the children are accordingly very well prepared for this next stage of their education.

*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 than average proportion of parents and carers returned completed questionnaires. Their responses are generally highly positive about the school, describing 'exceptionally committed' staff, in a school where, for example, 'my child is extremely happy and has made great progress'. Every response confirmed that children enjoy school, are safe and well behaved. Parents and carers agree that the school helps children to have a healthy lifestyle, and that they are well prepared for the future.

Written comments were very varied. For example, while one commented that: 'The

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communication with parents is not as good as it used to be', another had the opposite view, that 'the communication to parents is brilliant'. Some expressed concerns over change in leadership style, while another stated that the headteacher, 'is doing a good job, and the children love her'. In a similar vein, while a few felt that, 'teachers seem to lack the enthusiasm they used to have', others were 'very impressed with the high standards of teaching'. A few parents and carers expressed the view that after-school clubs are not as well provided for as they were in the past. Overall, parents and carers share a general sense that this is a good school, the views of most being reflected in the view that, 'Langshott is a fantastic school full of happy children.'

All the issues raised by parents and carers were followed through with the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Langshott 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 175 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	71	18	23	0	0	0	0
The school keeps my child safe	53	68	23	29	0	0	0	0
The school informs me about my child’s progress	45	58	29	37	2	3	0	0
My child is making enough progress at this school	47	60	23	29	3	4	0	0
The teaching is good at this school	57	73	18	23	1	1	0	0
The school helps me to support my child’s learning	63	81	12	15	1	1	0	0
The school helps my child to have a healthy lifestyle	58	74	17	22	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)	45	58	24	31	0	0	0	0
The school meets my child’s particular needs	46	59	26	33	3	4	0	0
The school deals effectively with unacceptable behaviour	47	60	26	33	0	0	0	0
The school takes account of my suggestions and concerns	40	51	30	38	2	3	0	0
The school is led and managed effectively	36	46	28	36	4	5	1	1
Overall, I am happy with my child’s experience at this school	52	67	21	27	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

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

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"> <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.**



30 November 2011

Dear Pupils

**Inspection of Langshott Infant School, Horley, Surrey RH6 9AU**

Thank you very much for your welcome to your school. I would like to thank those of you who met with us to tell us all about the many wonderful things that you do.

I am pleased to be able to tell you that you go to a good school. These are some of the things that really stand out.

- You are on time for school, extremely well behaved, friendly and kind to each other.
- You work hard and make good progress in your lessons.
- All those who lead and manage your school work hard to give you the best possible education, and look after you very well.

Although yours is a good school, we have asked your headteacher and other adults to do the following to make it even better:

- help you to know what you need to do to improve your work.
- improve communication in school so that everyone is involved and knows how to help make your school an even better place.

Again, thank you for your kind welcome, and for your friendly and very interesting conversations with us.

Yours sincerely

John Anthony  
Lead Inspector

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