

Langney Primary School

Chailey Close, Eastbourne, BN23 7EA

Inspection dates 11–12 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress because teaching is good.
- Children in Nursery and Reception also make good progress.
- Teachers provide interesting work that is challenging for all abilities.
- They focus well on literacy and numeracy and encourage pupils to work together.
- Pupils enjoy school. They like learning and are keen to do well.
- Pupils' behaviour is good. They say that bullying is rare and that staff would deal with any problems quickly and effectively. They say they feel safe and are well cared for.
- The headteacher provides excellent leadership. He works well with other leaders, staff and governors to make sure all pupils make good progress and reach the highest standards they can.
- Leaders provide good training to help teachers improve their skills. Leaders themselves also have good training to help them be effective in their roles. The school is improving.

It is not yet an outstanding school because

- Teachers do not always make sure that pupils follow the guidance they are given in their marking.
- Teachers do not always tell pupils how much time they have in which to finish their work so that they can plan what they do effectively.
- Occasionally teachers interrupt pupils too often when they have set them work, and this slows the pace of learning.

Information about this inspection

- Inspectors observed 15 teachers in 28 lessons or parts of lessons. Six of these were observed jointly with senior leaders.
- Meetings were held with staff, pupils and governors, and a representative of the local authority was spoken to by telephone. Inspectors also spoke to parents bringing their children to school, and others attending a school assembly.
- Inspectors examined documents about the school’s work, including information about the achievement of pupils, development planning and the school’s self-evaluation.
- They took account of the 39 responses to the Parent View online questionnaire, and the school’s own survey of parents’ and carers’ views. They considered the 34 responses to the staff questionnaire.

Inspection team

Ted Wheatley, Lead inspector

Additional Inspector

Gary Kirkley

Additional Inspector

Angela Podmore

Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- The proportion of pupils who speak English as an additional language is broadly average and a small number are in the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average, and the proportion supported at school action plus or with a statement of special educational needs is well above average. The school has a small and increasing number of pupils with a combination of physical, learning and emotional difficulties, some of whom join the school during the school year.
- The proportion of pupils known to be eligible for the pupil premium is broadly average. This is additional government funding given to schools for children looked after by the local authority, pupils known to be eligible for free school meals and those who have a parent in the armed forces. Currently there are no pupils with a parent in the armed services.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher is also, temporarily, executive head of a local school while it is appointing a new headteacher.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by making sure that:
 - pupils have planned opportunities to follow the guidance they are given in teachers' marking on how to improve their work
 - teachers give pupils clear guidance on how long they have to complete tasks, so that they can plan how to do their work effectively
 - teachers allow pupils to work without too many interruptions when they work independently or with other pupils, so that the pace of work remains fast.

Inspection judgements

The achievement of pupils is good

- Standards are rising. They are below average in the current Year 6, but are better than the results of the Year 6 National Curriculum tests in 2012. Results overall are below average because of the higher than usual proportion of pupils with complex learning difficulties who reach low levels in national tests. There are several of these pupils in each year group.
- Most pupils enter the school with well below expected levels of attainment. In all years, however, individual pupils reach higher standards than expected for their age. As pupils move through the school, rapid progress means more and more are reaching these higher standards. As a whole, pupils make better than expected progress in all years.
- Most pupils write well and express themselves clearly. They spell and punctuate their work accurately, and link together their ideas, using grammar correctly, to form complex sentences.
- Pupils read widely and enjoy reading. They can often be seen reading around school at lunch and break-times. Most pupils read well. Pupils who find reading difficult know how to link sounds and letters together to read difficult words, and they work hard at this. The school has worked successfully with the poorest readers to raise the standards they achieve.
- Recent assessments showed that some pupils do not apply mental mathematical skills well. The school reacted immediately to deal with this by providing a wide range of everyday situations in which pupils have to use mental calculation skills. Generally, pupils practise mathematical skills on a daily basis, and add, subtract, multiply and divide accurately.
- Disabled pupils and those who have special educational needs make good progress. Those who have a combination of learning, social and physical difficulties make good progress in line with the challenging expectations of their individual education plans. Learning assistants provide a very good balance of guidance and opportunities for these pupils to work independently or with other pupils. They gain considerable confidence in their ability to do well.
- Pupils at the early stages of learning English make good progress because they are well supported by teachers and learning assistants. They work closely with other pupils and this is an effective way for them to practise and learn English.
- Pupils supported by the pupil premium funding make good progress. In the current Year 6, these pupils are about one term behind other pupils in reading and mathematics, and less than two terms behind them in writing. This represents a narrowing of the gap since 2012. Funds are spent effectively on staffing to support pupils through individual or small group work, buying books to support their reading and making sure they have the same range of opportunities as other pupils.
- Pupils joining the school during the year make good progress whatever their backgrounds because they are well supported, and are helped to catch up on work they may have missed.
- When children start in the Nursery year, many have poor communication and numeracy skills and very low personal, social and emotional skills. During their time in the Early Years Foundation Stage, they make good progress, and standards are now approaching average levels by the end of Reception. They make outstanding progress in developing personal, social and emotional skills.

The quality of teaching is good

- Teachers assess pupils' performance accurately and have a good understanding of how their pupils learn best. They provide work that is challenging for pupils of all abilities and activities that catch pupils' interest and help them be enthusiastic learners.
- They make sure that the most able pupils have work that extends their understanding and knowledge, and that lower attaining pupils are supported well with tasks that help them learn successfully.

- Teachers use small group work effectively. They encourage pupils to work together, to collaborate over decisions about what they learn, and to respect each other's point of view. This contributes well to pupils' moral, social and cultural development.
- Teachers' questioning is good, and pupils are encouraged to join in if they have valuable comments to make. This contributes well to pupils' learning and helps them consider a wide range of factors when learning. For example, in a Year 6 lesson on estimating high numbers, outstanding questioning enabled pupils to suggest several factors that should be taken into account when estimating the numbers of insects in a field.
- The range of activities in lessons is good. Problem solving, practical work, reading, writing and mathematical activities contribute well to pupils' learning. Literacy and numeracy are included in many lessons, and contribute well to the rising levels of attainment throughout the school.
- Learning assistants are effective and regularly encourage pupils they support to practise their newly gained skills by themselves and with other pupils. This is effective in making sure they learn well and apply what they know confidently.
- Teachers' marking is generally good, with clear information about what pupils have learned, the next steps in learning, and what pupils' targets are. Teachers regularly give advice to pupils on how to improve their work. However, pupils do not always follow the guidance given, and no time is regularly put aside for them to do this.
- Occasionally teachers do not tell pupils how long they have for the work they are expected to do in lessons. In these instances, pupils either rush to finish quickly, or take more time than they should because they do not know how to plan their work effectively.
- Occasionally teachers set pupils work and then do not let them get on independently for enough time by themselves, because they keep interrupting with extra ideas. While the extra suggestions they make are often useful and need to be mentioned, doing this frequently slows the pace of learning.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and around the school buildings and grounds. They have a good understanding of the school's rules about how to behave, and what happens if they do not behave well.
- Relationships between pupils, and between pupils and adults, are good. Pupils are polite, friendly and helpful. Pupils feel safe in expressing their ideas in lessons, even if they are not necessarily correct, because they know they will be respected for the efforts they make.
- Pupils look after each other well, and are considerate towards other pupils' feelings. They look after new pupils extremely well, and make them feel part of the school community.
- Pupils feel safe. They know about the different forms of bullying, including cyber-bullying. They say that bullying of any kind is rare, and that they would go to any adult for help if they were worried.
- Pupils' attendance is above average and is improving. The school works effectively with families and external agencies to encourage good attendance and to reduce absence.
- The school has very good strategies to deal with occasional unacceptable behaviour.

The leadership and management are good

- The headteacher provides excellent direction for the school to improve and he is well supported by other leaders. Leaders have a good understanding of the weaknesses of the school, and act swiftly to deal with them. For example, they quickly increased the range of opportunities for pupils to practise mental mathematics.
- The school works effectively to improve teaching. Leaders train and support teachers with the aim of all teaching being outstanding and leaders recognise that there is still work to be done.

Senior leaders mainly observe teachers, but increasingly other teachers in leadership positions are gaining this skill, and are using it to evaluate and contribute to improving teaching.

- Teachers have targets to help them improve their work. These are linked to pupils achieving their challenging progress targets, to teachers' professional development and to the school's priorities for development. Teachers know they have to meet their targets to advance on salary scales.
 - The local authority provides effective professional help for the school, especially in ensuring accurate assessment. The school provides support for other schools.
 - The school has a well-organised curriculum that promotes pupils' appreciation of the traditions and cultures of other countries and religions. It is enriched with music and drama, trips that help make learning exciting, and out-of-school clubs and activities that widen pupils' experiences. Literacy, numeracy and computer activities are widely used and these promote pupils' learning of basic skills well.
 - Assemblies are exciting events that are well attended by parents and in which pupils are fully involved, often in presenting details of their successes. Along with the broad curriculum, assemblies play a large part in promoting pupils' spiritual, moral and social development.
 - The Early Years Foundation Stage is well managed. Staff have very good links with children's families and these help the children to settle into school quickly. The school makes good use of its outdoor and indoor areas for learning, and focuses particularly well on promoting children's personal, social and emotional development as the basis for their settling to work effectively.
 - Parents and carers spoken to during the inspection are pleased with the school, and the responses to the Parent View online questionnaire reflect this. The school seeks parents' and carers' views regularly, and takes their views into account when planning improvements. It provides activities to encourage parents to come into school to find out how English and mathematics are taught so that they can help their children with their learning.
 - The school promotes equality of opportunity and good achievement by all pupils. Discrimination in any form is not tolerated. The school readily accepts pupils from elsewhere and who have a wide range of problems that challenge the pace of their learning. Standards are rising and pupils' progress is improving. Attendance is above average and rising, and teaching is improving. The school shows strong capacity for further improvement.
 - **The governance of the school:**
 - The governing body is well informed and most governors are well trained. Governors have a good understanding of the performance of the school's pupils compared with that of pupils in other schools nationally, and of the performance of different groups of pupils. They ask the headteachers and staff tough questions about pupils' achievement, and at the same time do their best to support staff in their efforts to raise standards further. They plan their expenditure carefully, and check the impact it has on pupils' progress. They know that their spending on supporting pupil premium funded pupils is having a positive effect, and that the gap between these and other pupils has narrowed.
 - Governors know how good teaching is, and know that teachers have to meet their performance targets before they can advance on salary scales. They make sure that safeguarding requirements are met and that there are secure procedures to check the suitability of staff appointed to work in the school.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	114457
Local authority	East Sussex
Inspection number	411906

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	466
Appropriate authority	The governing body
Chair	Marie Campbell
Headteacher	Darren Vallier
Date of previous school inspection	30 June–1 July 2010
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