

# Langham Primary School

School Road, Langham, Colchester, CO4 5PB

## Inspection dates

16–17 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Since the last inspection, the headteacher, staff and governors have successfully improved the quality of teaching and pupils' achievement, so that now most pupils make good progress.
- Pupils achieve well from lower-than-typical starting points to reach above average standards in English at the end of Year 6.
- Teaching is good throughout the school, and some is outstanding. The teaching of reading is a particular strength and more pupils are reaching the higher levels.
- Disabled pupils and those who have special educational needs make good progress because they are well supported by teachers and highly skilled teaching assistants.
- Pupils behave well in their classes and around the school. They are happy, play well together and feel safe, reflecting the school's provision for their spiritual, moral, social and cultural development. Attendance rates are above average.
- In the Reception class, children settle in well and make good progress in a supportive and calm environment.
- The governing body makes a marked contribution to the success of the school. Governors have an accurate view of the school's strengths and areas for development. They are not afraid to ask challenging questions and hold the school to account.

### It is not yet an outstanding school because

- Over time, pupils have not made as much progress in mathematics as they have in English.
- Pupils sometimes lack the skills and resilience, particularly in mathematics, to apply their learning independently in different situations.
- Teachers do not always have the depth of knowledge in every subject needed to maximise pupils' progress at all times.

## Information about this inspection

- The inspector visited eight lessons taught by four teachers. Two lessons were observed jointly with the headteacher.
- In addition the inspector made a number of short visits to lessons, attended an assembly, undertook a book scrutiny and listened to pupils read. Playtime and lunchtimes were also observed.
- The inspector looked at the quality of displays in the classrooms and around the school as well as information on the school's website.
- Meetings were held with school staff, two members of the governing body, including the Chair, and a representative of the local authority.
- Formal and informal discussions were held with pupils about their work, their learning and their behaviour in school.
- A wide range of documentation was looked at, including the school's own self-evaluation, assessment data from the monitoring of pupils' progress, improvement plans and minutes from meetings of the governing body. School policies and performance management documentation and records relating to behaviour, safety and attendance, together with the school's safeguarding procedures, were also evaluated.
- The inspector took account of the 52 responses to the online questionnaire (Parent View), the school's own surveys and three letters received from parents and carers. She also spoke with parents and carers informally at the beginning and end of the school day.
- Questionnaires from 13 staff were also considered.

## Inspection team

Christine Mayle, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is significantly smaller than the average primary school.
- The proportion of pupils from minority ethnic groups and who speak English as an additional language is lower than average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The percentage of pupils known to be eligible for the pupil premium is well below average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and those from other groups.
- The school meets the government's current floor targets, which sets the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of outstanding teaching by ensuring that:
  - training is provided for teachers in subjects where they feel less confident and opportunities arranged for them to learn from the expertise of other staff within the school.
- Accelerate pupils' progress in mathematics across the school, so that it is as good as that in English by:
  - planning activities that encourage pupils to apply their mathematical skills across a range of subjects
  - encouraging pupils to try to work new problems out for themselves, without always depending on the teacher to help.

## Inspection judgements

### The achievement of pupils

**is good**

- Children join Reception with skills that, overall, are below those typical for their age, although due to the small size of individual groups, this varies year-on-year. They settle into routines quickly and make good progress, as the adults plan a range of interesting, well-resourced activities. These provide well-planned indoor and outdoor experiences that engage the children's curiosity and imagination and help them to achieve well.
- Pupils continue to make good progress in Years 1 and 2 so that they are well prepared when they transfer to Year 3. By the time they leave Key stage 1, they are working at the expected levels for their age in reading, writing and mathematics.
- Standards in reading are above average. Pupils enjoy reading for pleasure and are encouraged through a strong home-school partnership to do so. The skilful teaching of phonics (letters and sounds), particularly lower down the school, is enabling them to make good progress. Results in the national phonics check taken by pupils at the end of Year 1 improved sharply in 2013 and showed that children achieved above the national expectation.
- In 2013, all pupils from Year 6 made at least expected progress or better in reading and writing. Progress in mathematics has improved significantly over the last three years and the gap with English is narrowing so that most pupils now make good and, in some cases, outstanding progress. However, individual pupils sometimes lack the resilience to solve new problems for themselves and do not always receive sufficient opportunities to develop their skills in other subjects.
- The school has placed great emphasis on improving writing since the last inspection and evidence in pupils' books and from the inspector's lesson observations confirms that the current Year 6 are on track to reach standards that are at least in line with national averages.
- As a result of the carefully planned support they are given, disabled pupils and those with special educational needs make similar progress to their classmates. Highly skilled teaching assistants provide very focussed and effective support for all pupils in classes generally and for individual pupils, through carefully tailored help.
- The very few pupils from minority ethnic groups or with English as an additional language also make good progress and achieve as well as, if not better than, their peers.
- Pupils eligible for the pupil premium funding are small in number. They make steady progress as they move through the school so that, by the time they leave, their progress is similar to that of their peers in English and mathematics. The school has used the funding to provide additional support for these pupils in the form of one-to-one teaching and mentoring, and to purchase materials, particularly for reading. The number of pupils receiving support through this additional funding varies significantly between year groups and was too small in 2012 for this report to include detailed comment on their attainment without the risk of identifying individuals. There were no Year 6 pupils eligible for this funding in 2013.
- The progress of more able pupils throughout the school has improved rapidly as teachers plan more effectively for their individual needs. As a result these pupils achieve well.

**The quality of teaching****is good**

- All of the teaching observed during the inspection was at least good and some was outstanding. In lessons, teachers set high expectations of what they expect pupils to achieve and plan effectively to meet the needs of different groups, using a variety of tasks and resources. The pace is usually brisk and pupils are interested and want to work hard. Pupils' attitudes to learning contribute to the good progress they make.
- Teachers use questioning techniques particularly effectively to probe and extend pupils' understanding in all classes. In one English session for example, pupils were asked to write creatively to build up their skills in the use of personification. The teacher had designed a range of activities to engage the pupils' imagination and extend their use of language. She used her excellent subject knowledge to target her questions carefully so that they extended the pupils' understanding and worked at a very brisk pace. At the end of the lesson they enjoyed sharing their work with the whole class and providing feedback to each other. In this session all pupils made outstanding progress.
- In most lessons, teaching is lively and enthusiastic so that pupils are encouraged to achieve well. Teachers try constantly to plan imaginative activities that inspire pupils to work hard and help them make good progress. However the level of subject knowledge demonstrated by individual teachers is not always consistent across all subjects, particularly between reading, writing and mathematics.
- Together with the teaching assistants, teachers build positive relationships with pupils that increase the pupils' self-confidence. This strong working partnership between adults helps develop pupils' confidence and contributes significantly to the progress they make in lessons.
- Adults have planned a welcoming environment for the Reception children so that they can explore and learn together, both indoors and outside. During the inspection children were observed listening to the story of 'Billy Goat Gruff' and then, led by the teacher, performed actions with words to recall and sequence the story. They then chose from a range of activities designed to build on their initial learning. Inside the classroom, children were encouraged to use the interactive whiteboard with sound, and outside, with a teaching assistant supporting, built bridges with large blocks or drew pictures on a chalkboard. The children played easily together, developing both their social skills and their progress in their literacy well.
- Pupils' work is marked regularly and there is consistently good practice across the school. Teachers provide written comments to help pupils to understand what they have been successful at and how they can improve. Pupils respond well to these written comments and take time to check and correct their work. Handwriting is taught well and pupils take a pride and care in presenting their work.

**The behaviour and safety of pupils****are good**

- Pupils behave well in lessons and around the school. They are polite, well mannered and make visitors feel welcome. Staff use the school's rewards and sanctions consistently so that pupils understand and respond to the school's high expectations for their behaviour. Attendance is above average.
- Pupils say they feel safe and that bullying is rare. They understand different types of bullying, including cyber-bullying and racism. A few parents or carers who contributed to Parent View expressed concerns about bullying but those that spoke to the inspector said they were happy with the way the school looked after their child and that when bullying occurs, it is dealt with

effectively. Parents say they feel welcome in the school and that staff are approachable. One parent wrote, 'the quality of care and warmth that the staff have provided cannot be measured'.

- Pupils are keen to participate in lessons and want to answer questions because they feel secure and know their contributions are valued. However, they sometimes lack the resilience, particularly in mathematics, to apply their learning independently in different situations.
- Pupils enjoy the responsibilities that they have in school, for example, being on the school council or part of the Eco team. They organised a 'Healthy Eating' week and gained sponsorship from a variety of local businesses to pay for activities, such as 'Designing a Healthy Lunchbox'.
- The school has worked well with external agencies to improve the attendance, behaviour and social development of those pupils whose circumstances make them potentially vulnerable. This has had a positive impact on these pupils' personal development.

### **The leadership and management** are good

- The headteacher, staff and governors have worked effectively together to raise standards and accelerate pupils' progress since the last inspection so that pupils now achieve well.
- The school's own evaluation is accurate and is used well by leaders and managers to set future priorities. Subject leaders are well supported and have an increasing role in monitoring and evaluating the quality of provision in their subjects. They work well as a team and staff morale is high. However, teachers' subject skills are not always equally strong in all subjects and the expertise of the stronger staff is not yet shared sufficiently with others.
- The introduction of robust and reliable systems of tracking and checking pupils' progress has been key in increasing teachers' accountability, raising expectations and maximising outcomes for pupils. The headteacher and governors ensure that pay rises, for teaching staff, are tied to the quality of teaching and pupils' performance.
- Achievement has risen in all year groups as a result of the improvement in the quality of teaching. All pupils, whatever their background or ability, are given an equal opportunity for success.
- Teaching programmes provide a broad and balanced foundation for learning, capture pupils' interest and natural curiosity and contribute well to the pupils' spiritual, moral, social and cultural development. The achievements of other cultures are regularly celebrated through educational visits and visitors and in assemblies. Pupils are understanding of each other's differing needs, and have a keen sense of right and wrong.
- The additional Primary School Sports funding is being used to provide specialist coaching for pupils and training for staff. The school has identified, through a review of its current practice, and by seeking pupils' views, where this funding would be most beneficial in increasing sports' participation, improving the quality of teaching in PE and enhancing out-of-school provision. Although it is still early days, there is already evidence of an increase in the numbers of pupils taking up sports' activities, such as football, dance and gymnastics.
- The school has close, beneficial links with a range of other partners, including the local cluster of schools, and works effectively to share ideas and training. The local authority has provided targeted support that has contributed to improvements in teaching and pupils' progress.

■ Safeguarding and child protection policies and practices meet current statutory requirements.

■ **The governance of the school:**

- Governors have an accurate and well-informed view of the school's strengths and areas for development. They are highly skilled and knowledgeable about the school and as a result are providing increasingly rigorous challenge to the school through the analysis of pupils' progress data and regular checks on the quality of teaching. This is evenly balanced with constructive support so that the headteacher and staff are given the help they need and yet also held to account for pupils' attainment and progress. Governors ensure there are close links between teachers' performance and their pay, progression and training. Governors have a good understanding of the school's finances. There are systems in place to regularly monitor how the allocation of resources impacts on the achievement of all pupils, including the small number of pupils supported by the pupil premium and the more able pupils.

## 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

<b>Unique reference number</b>	114730
<b>Local authority</b>	Essex
<b>Inspection number</b>	425215

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	107
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	George Constantinides
<b>Headteacher</b>	Andrew MacDonald
<b>Date of previous school inspection</b>	3 October 2011
<b>Telephone number</b>	01206 272266
<b>Fax number</b>	01206 273774
<b>Email address</b>	admin@langham.essex.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

