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Stacey Ward  
Headteacher  
Church Langley Community Primary School  
Church Langley Way  
Church Langley  
Harlow  
CM17 9TH

Dear Mrs Ward

### **No formal designation monitoring inspection of Church Langley Community Primary School**

Following my visit to your school on 16 October 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was a monitoring inspection carried out in accordance with no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the school's procedures to manage behaviour.

I sought to determine whether:

- safeguarding practices meet requirements
- staff are suitably trained
- behaviour management procedures are appropriate
- pupils with special educational needs who have difficulty managing their behaviour are supported appropriately
- school leaders are effective in monitoring and evaluating policy and practice for supporting pupils and improving behaviour.

## **Evidence**

I looked at the single central record used to detail the checks that are carried out for adults working in the school. To observe pupils' behaviour, I conducted a learning walk to all classrooms, the dining room, playgrounds and general areas around the school building. Pupils' views were gathered informally and in a meeting. I talked to the headteacher, teachers, three members of the governing body, midday supervisors and teaching assistants. I looked at the school's behaviour logs, and policies relating to child protection, safeguarding and behaviour management.

Having considered all of the evidence, I am of the opinion that, at this time, the school's safeguarding and behaviour management procedures and policies meet requirements.

## **Behaviour and safety of pupils**

Pupils behave well in lessons, on the playground and around the school building. They are polite, friendly and welcoming to visitors. Pupils enjoy school and attendance is above average. Relationships between pupils and between pupils and adults are positive and respectful.

Governors, teachers, additional adults and pupils share a common understanding of the recently reviewed behaviour policy. The school rewards and recognises good behaviour, including through weekly certificates. Teachers use a graduated system of sanctions to manage off-task or inappropriate behaviour. This begins with a disapproving look and moves through stages if behaviour does not improve, to a 'red card', which means that the headteacher will be involved and parents are informed. There is a modified system for younger pupils in an interactive display that they can understand. All teachers apply the behaviour management policy consistently. All classrooms display the 'golden rules' and teachers post a record of warnings that pupils receive. Records show that most warnings are given for minor off-task behaviour, such as not listening well in lessons. Incidents of hurting are very rare.

Lunchtime supervisors and teaching assistants also apply the policy consistently. A member of the office staff records any warnings given at lunchtimes, and these are reported to class teachers. Pupils who have more difficulty managing their behaviour have appropriate individual support plans tailored to their needs, with specific targets and additional help. Pupils look forward to the rewards they receive for good behaviour. They believe the system is fair and that warnings and other sanctions are effective in improving behaviour.

Results of the school's most recent survey of parents and carers indicate that most parents believe that their children are happy and safe and that the school manages behaviour well. A significant minority, however, do not know if the school deals with bullying effectively. Older pupils have a reasonable understanding of the main forms of bullying. They know about cyber-bullying and what to do if it happens to them. They know that bullying can involve repeatedly hurting or name-calling. They are

less clear about other forms of bullying, including homophobic bullying and racism. Pupils say that name-calling and bullying sometimes happen but they have confidence that the headteacher will deal with incidents effectively.

Teachers address issues surrounding bullying through personal, social and health education lessons and if issues arise. Several displays record the work pupils do in these lessons, including their writing about how to be a good friend and role model. Not enough is done, however, to ensure that pupils learn from an early age about all of the main forms of bullying that they could encounter in the school and beyond.

### **The quality of leadership in and management of the school**

All adults working in the school have regular and appropriate child protection training. New members of staff are trained as part of their induction. Designated members of staff for child protection undertake additional training, and this is updated in line with national recommendations. Adults know what to do if they are concerned that a pupil might be suffering harm. They are also clear about procedures to follow if there are allegations against a member of staff. They do not understand however, the role of the local authority designated officer in keeping children safe if there are allegations against senior school leaders.

Safeguarding checks on adults working in the school meet statutory requirements. The safeguarding governor has recently begun to visit the school to check how well the school records these checks. Governors seek parents' and carers' views; for instance, during open evenings. They act on the feedback they receive. For example, the school amended the behaviour policy because of parental concerns.

The headteacher monitors behaviour records to ensure that they are effective in improving behaviour and to identify any pupils who might need additional support. However, these checks are not frequent enough.

### **Priorities for further improvement**

- Ensure that pupils are taught about all of the various forms of bullying they might encounter and how to keep themselves safe.
- Increase the frequency of checks made on the records of behaviour incidents to evaluate and improve the effectiveness of behaviour management strategies.
- Ensure that all staff understand the role of the local authority designated officer in keeping children safe, and that they have easy access to the designated officer's contact details.
- Ensure that parents and carers have a good understanding of the school's procedures to deal with bullying.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Essex. This letter will be published on the Ofsted website.

Yours sincerely

Michelle Winter  
**Her Majesty's Inspector**