

Langland Community School

Langland Road, Milton Keynes, MK6 4HA

Inspection dates 11–12 June 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement over time has not been good enough, particularly in writing.
- Teaching is not consistently good enough to ensure pupils make good progress over time.
- Work is not always pitched at the right level, particularly for the lower-attaining pupils, the most able and those who speak English as an additional language.
- Pupils do not routinely use the skills they learn in writing lessons in other subjects. They are not sufficiently careful with their handwriting and presentation.
- Pupils do not always have positive attitudes to their learning. When this is the case, they are easily distracted and lack perseverance.
- Not all pupils are confident that bullying is dealt with effectively.
- Too many pupils do not arrive promptly at the beginning of the school day.
- Some leaders are new to their roles and not yet fully involved in supporting improvements in the quality of teaching and raising standards.

The school has the following strengths

- The quality of teaching is improving.
- Teachers have higher expectations of what pupils can achieve. There are regular checks on pupils' progress to identify those who are not doing as well as they should.
- Children get off to a good start in the Early Years Foundation Stage. Staff make sure they are prepared for the challenges of Year 1.
- Incidents of challenging behaviour have reduced.
- Leaders and managers, including governors, have a clear focus on improving teaching and pupils' achievement.

Information about this inspection

- Inspectors observed the school’s work and looked at a number of documents, including information on pupils’ progress and the use of pupil premium funding, records of the monitoring of teaching, improvement plans, and records relating to behaviour, attendance and safeguarding.
- Inspectors visited 23 lessons, including five that were jointly observed with senior leaders.
- Inspectors observed break, lunchtime, and the start of the school day, and attended an assembly.
- Inspectors met with four groups of pupils, and talked with them about their work and the school. They also heard pupils read.
- Inspectors met senior and middle leaders, members of the governing body and a representative from the local authority.
- The team took account of 14 responses to the online questionnaire, Parent View, and 86 responses to the school’s own survey of parents’ views. They also spoke briefly with a small number of parents and carers as they brought their children to school.
- Evidence from the monitoring inspections between February 2013 and February 2014 was also taken into account.

Inspection team

Alison Bradley, Lead inspector

Her Majesty’s Inspector

Gillian Bosschaert

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- The school received its last full inspection in November 2012 when it was judged to require special measures. Improvements were required to pupils' achievement, the quality of teaching, and to leadership and management at all levels, including governance.
- Langland Community School is larger than the average-sized primary school. Significant numbers of pupils join and leave the school during the course of the year.
- The majority of pupils are White British. Around a quarter are Black African; others come from a wide range of backgrounds. Almost a third speak English as an additional language.
- Just over half the pupils are eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals and children in local authority care). This is higher than the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is just above the national average. The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- The 'nurture group' which provided on-site provision for pupils needing support for their social and emotional development closed in July 2013. The school does not use any other alternative provision for its pupils.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There has been significant staff turnover since the last full inspection, including a high number of teachers who both joined and left the school. The deputy headteacher was on maternity leave between February 2013 and February 2014. Only half of the teachers currently at the school were in post in November 2012.

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils achieve well, particularly in writing, by making sure that:
 - teachers' expectations of all pupils are consistently high and that there is appropriate support and challenge for pupils with different needs
 - teachers have opportunities to learn from the best practice in Langland and other schools
 - pupils use their writing skills in other subjects
 - pupils improve their handwriting and present their work neatly.
- Improve pupils' attitudes to learning by:
 - ensuring that the subjects taught are interesting and relevant to pupils
 - helping pupils to understand what it means to be conscientious, work hard and persevere with their work
 - developing pupils' confidence in their abilities.
- Develop senior and middle leaders so that they are better able to help the school improve further.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement has improved since the last full inspection, but not fast enough, particularly in writing, to overcome a history of underperformance. The progress pupils make varies according to how good teaching is and whether they are getting the right additional support when they need it. Standards are better in the younger year groups because the pupils have not experienced the weak teaching of the past to the same extent.
- Children now get off to a good start in the Nursery and Reception classes. Many join the school with knowledge, skills and understanding lower than those typical for their age. By the time they move to Year 1, their skills are much closer to those of children of the same age nationally.
- The carefully structured, daily teaching of phonics from the Early Years Foundation Stage onwards ensures that the large majority of pupils know the sounds that letters make by the end of Year 1.
- In 2013, standards at the end of Year 2 rose significantly and were broadly in line with national figures. Standards in mathematics were above the national average and writing just below average.
- Standards in mathematics at the end of Year 6 also rose in 2013. The proportion of pupils who reached the expected level was close to the national figure. Reading and writing outcomes remained below average. Current Year 6 pupils have made better progress from much lower starting points than last year.
- The achievement of pupils eligible for pupil premium funding varies across the school. In 2013, these pupils were almost a year behind others in reading and writing, and about eight months behind in mathematics, when they left at age 11. There are positive signs of improvement over time. The gap for the current Year 6 pupils has narrowed since they were in Year 4 and the gap at the end of Key Stage 1 is narrowing each year. This is a result of more precise monitoring of pupils' progress and the effectiveness of extra support, as well as better teaching.
- Current variations in the achievements of low-attaining pupils and those with special educational needs reflect weaknesses in how their specific needs were identified and met in the past. Teachers now understand better how to meet the needs of these pupils in lessons and more carefully targeted support is beginning to make a difference. Pupils are learning more and making faster progress.
- The school has started to increase the level of challenge for the most-able pupils, but there is more to do to make sure that they consistently work at the levels of which they are capable.
- Pupils who speak English as an additional language do not always achieve as well as other pupils. This is because not all teachers know how to help them learn well in every lesson.

The quality of teaching

requires improvement

- Teaching is not consistently good enough to ensure that pupils make good progress over time. The strengths seen in some lessons are notably lacking in others.
- Some lessons do not meet the needs of all groups of pupils well enough. The introduction of different challenges for pupils of different abilities in mathematics is relatively new, and teachers and pupils are still getting used to the approach. In some cases, lower-attaining pupils are given work without checking that they understand what to do, which slows their progress. At times, there is not sufficient challenge for the most-able pupils because their work is too easy.
- Pupils make slow progress in writing because some have language skills and experiences that are too limited to help them write well. The skills they are taught in writing lessons are not consistently put into practice in other subjects.
- Pupils have not always had enough guidance about how to improve their work so their handwriting and presentation are not good enough. The introduction of regular, structured teaching of 'exciting writing' is making a difference. Teachers' marking is more precise and pupils

are given time to make improvements to their work.

- Inadequate teaching is a thing of the past and some teaching is good. Inspectors saw pupils learning well when teachers checked what pupils already understood and adapted their teaching accordingly. They balanced teaching new knowledge and skills with asking questions which challenged pupils to use what they already knew to work things out for themselves. When pupils were working on their own, teachers ensured that the activity was at the right level and that pupils understood what to do.
- The careful assessment of children's knowledge, understanding and skills in the Nursery and Reception classes helps teachers to plan the right activities. Daily group sessions develop children's reading, writing and mathematics ready for the move to Year 1.
- Teachers now have higher expectations of the pupils in their class because they have regular meetings with senior leaders to check if any pupil is falling behind. Until recently, these discussions have not focused on the most-able pupils so expectations of these pupils are not always high enough.

The behaviour and safety of pupils

require improvement

- The behaviour of pupils requires improvement. Pupils do not always show enthusiasm for their work or understand how two of the school's values, being conscientious and courageous, apply to their learning. Occasionally, the youngest children, often boys, are not engaged in purposeful activities. Older pupils do not always settle quickly or concentrate well enough in lessons without adult support. Sometimes, they lack confidence in their ability and give up too easily when they find the work challenging.
- Behaviour around school and on the playground has improved since the last full inspection. Systems for managing behaviour are now much clearer, as are the rewards for 'doing the right thing' and the consequences of misbehaving. In the main, staff successfully take responsibility for managing behaviour in class and around school, although there are a few inconsistencies in how they deal with low-level disruption and the use of 'time out'. Pupils know how they should behave around school and on the playground, although high levels of adult supervision are needed to reinforce these expectations.
- Strategies for dealing with the most challenging behaviour have been successful. The numbers of incidents requiring 'time out', detentions or exclusion have fallen term by term.
- The school's work to keep pupils safe and secure requires improvement. Not all pupils are confident that bullying is dealt with effectively. Some find it difficult to distinguish between how they deal with issues at school and at home.
- In the recent past, attendance fell to below average and high numbers of pupils were arriving late. Attendance and punctuality have improved, not least because the breakfast club has encouraged some pupils eligible for premium funding to turn up regularly and on time. However, there are still too many pupils who do not arrive promptly at the beginning of the school day.
- Pupils are taught how to keep themselves safe. They understand the dangers they might come up against and know what to do if they feel threatened, for example by cyber-bullying or if they come across inappropriate material on the internet. They know it is wrong to use racist or homophobic language.
- Most parents and carers who expressed a view felt that their children were safe and happy at school. A few were concerned about the safety of the school site. Inspectors investigated this further and were assured that the school follows up concerns and takes all reasonable steps to ensure pupils' safety.

The leadership and management

require improvement

- There have been notable improvements in leadership in the last six months. The headteacher and assistant headteacher have worked effectively together, and with staff, to improve the quality of education. Leadership has been strengthened further by the return of the deputy headteacher. Senior leaders have demonstrated they can sustain improvement without relying on external support. They are starting to make links with other schools so that they, and staff, can learn from good practice elsewhere.
- Importantly, other senior leaders are clear about the strengths and weaknesses of the school, know what the priorities are and what is expected of them. Increasingly, they are rising to these expectations and showing that they can lead improvement in their areas of responsibility.
- More recently, other staff have taken on responsibilities. It is early days, however, so while new senior and middle leaders know what needs to be done, they have not yet had the opportunity to make their mark.
- Topic plans have been adapted over time, particularly while there has been a focus on improving pupils' reading, writing and mathematics. Leaders acknowledge that they do not monitor closely how other subjects are taught and the progress that pupils make in them. A new approach is being developed for September 2014, to make better links between subjects to interest pupils more and improve the way writing is taught.
- A range of activities, including the musicians seen during the inspection, gives pupils experiences they might not get otherwise and contributes to their spiritual, moral, social and cultural awareness. Learning mentors and external specialists help support individual pupils' social and emotional development.
- Pupils are benefiting from the new sports funding. It has been used to provide specialist teaching and give pupils more opportunities to participate in a range of sporting activities, either with other schools or in school clubs. Teachers are sometimes present when coaches or specialist teachers are working with pupils, but there are no specific plans to develop staff's own skills. The school has provided additional opportunities for pupils to develop their fitness levels by successfully applying for grants to install climbing equipment in the playgrounds.
- The school's systems for safeguarding pupils meet statutory requirements.
- The local authority has an accurate understanding of the school's strengths and weaknesses. Appropriate plans are in place to support the school to improve further.
- **The governance of the school:**
 - Since the last full inspection, the governing body has established systems to keep a check on the school's progress and hold senior leaders to account. The responsibilities of the different committees are clearly defined to keep the focus on the school's improvement, while not losing sight of routine issues. The quality of information governors ask for and receive about teaching and pupils' achievement has improved so that they know the school better. Governors understand what is being done to challenge underperformance and have clearly stated that teachers' pay will be linked to their pupils' achievement. They monitor spending carefully and know how additional funding is contributing to raising standards and supporting pupils' behaviour and attendance. Governors have a clear vision for the school's continuing improvement and systems to ensure all statutory policies are in place and regularly reviewed.

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	110354
Local authority	Milton Keynes
Inspection number	441541

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	368
Appropriate authority	The governing body
Chair	Dave Moulson
Headteacher	Kate Stuart
Date of previous school inspection	29–30 November 2012
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