

Church Langley Community Primary School

Church Langley Way, Church Langley, Harlow, CM17 9TH

Inspection dates 11–12 September 2014

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- As the school has grown in size, leaders have sustained good teaching so that achievement continues to improve. Overall standards at the end of Key Stage 2 are above average and rising.
- Pupils make good progress in reading, writing and mathematics. Gaps in achievement are closing for disadvantaged pupils, particularly in Key Stage 2.
- Pupils behave well. They are very positive about learning and proud of their school's achievements. They are kept safe and are looked after well.
- Pupils enjoy coming to school. This is reflected in their high attendance. Pupils and parents agree that this is a warm and welcoming school.
- A strong emphasis on sport and a shared set of values contribute strongly to the pupils' good spiritual, moral, social and cultural development.
- Leaders, including governors, have an accurate understanding of the school's strengths and limitations.
- Most children make good progress in the Early Years Foundation Stage thanks to a stimulating environment with creative use of resources, together with effective teaching.

It is not yet an outstanding school because

- Occasionally some pupils in the Early Years Foundation Stage and Key Stage 1 make less progress than others, especially in reading and writing.
- Some teachers with additional responsibilities do not always check carefully on how well pupils are doing, or use this information effectively to plan what the pupils will do next.

Information about this inspection

- Inspectors visited 17 lessons. Five observations were shared with the headteacher or the deputy headteachers. Inspectors also made a number of other short visits to classrooms.
- Inspectors heard pupils read, and looked at written work from each year group in the Early Years Foundation Stage and in Key Stage 1.
- Inspectors looked at a range of documents, including the school improvement plan and records on behaviour, safety and attendance. They also looked at information on individual pupils' progress, anonymised records of teachers' performance, and records of meetings held by the governing body.
- Inspectors met with pupils, interviewed a sample of staff including teachers who are new to teaching, and spoke to parents. They also spoke to members of the governing body and a representative from the local authority.
- The views of parents were obtained through the 47 responses to the online Parent View survey. Parents also submitted seven comments using the Parent View website. Written comments from 45 members of staff were also considered.

Inspection team

Brian Netto, Lead inspector

Additional Inspector

Edwin Powell

Additional Inspector

Liz Kissane

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school. It has increased in size since the last inspection.
- Most pupils come from White British backgrounds and speak English as their first language.
- The proportion of disadvantaged pupils eligible for the pupil premium is below average. The pupil premium is additional funding for pupils looked after by the local authority and those known to be eligible for free school meals.
- The proportion of pupils supported through the new education, health and care plan is average. The proportion supported through a statement of special educational needs is low.
- The school shares the site with Church Langley Pre-School. This was not part of the inspection.
- The school was visited by Ofsted for a one-day monitoring visit in October 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, the school has built three new classrooms to accommodate a rise in pupil numbers. Two deputy headteachers were appointed.

What does the school need to do to improve further?

- Accelerate pupils' progress in reading and writing across the Early Years Foundation Stage and Key Stage 1 by:
 - consistently providing tasks which challenge pupils at the right level of difficulty and are sufficiently interesting to engage all groups of pupils
 - making sure that all adults carefully check on pupils' understanding of the tasks in lessons so they can offer help when it is needed
 - ensuring that tasks help pupils think more carefully, and make more demands on their ability to investigate and solve problems
 - increasing the role of teachers who have additional responsibilities in checking how well pupils are doing, and in using this information to inform their planning.

Inspection judgements

The leadership and management are good

- Leaders have taken decisive action to address issues raised by the Ofsted monitoring visit. Teaching is improving and relationships with parents are strong. There is a shared commitment to raising standards amongst staff and governors.
- The school has effective systems in place to track how well the pupils are doing. Planning takes account of what is expected of pupils in the new curriculum for schools. Teachers use this system well to identify any pupils who fall behind. However, some teachers with additional responsibilities do not do enough to check on how well the pupils are doing, or take this into account in their planning.
- Teachers are given a range of opportunities to develop their skills. Teachers new to the profession speak highly of the support they are given. Regular checks on their performance ensure that all staff maintain high standards and share high expectations for the pupils. Strong links between pay awards and the quality of pupils' work are helping to drive up standards.
- Teachers with additional responsibilities provide support for their colleagues. Teachers say that their professional needs are being met so that they are suitably trained. As a result, staff morale is high.
- The topics and subjects taught are supported by a strong programme of after-school clubs. Pupils excel in sports, as the sports fund has been used to ensure pupils compete regularly with other schools through the Harlow Schools Sports Partnership. Many pupils have the chance to experience sports that are not easily available, such as cricket. The school has also enhanced its facilities with an all-weather playing field and changing rooms.
- Leaders promote high expectations of behaviour. Pupils who regularly do the right thing are justly rewarded. This contributes to a cohesive school community.
- The local authority works with the school to identify what help it needs. It provides 'light touch' support, for example giving advice and validating leaders' judgements.
- **The governance of the school:**
 - Governors are well led, and use their close knowledge of the school and its community to help support the headteacher. They play a key role in strategic developments, including the development of the site to accommodate more pupils. This was demonstrated in the swift action taken in response to the monitoring visit in October 2013. Regular visits and links to each class and subject area give them first-hand knowledge of how well the school performs compared to others. They ensure that teachers are set aspirational targets based securely on how well the pupils are doing, and that only the best performance is rewarded. Teachers are expected to display the highest professional standards. Governors manage the budget effectively. They know how funds such as the pupil premium are used to improve achievement, and how pupils excel in sports through careful spending of the sports fund. They ensure that what the school offers helps pupils' readiness for life in modern Britain, so they leave as mature and responsible young people. Governors make sure that all statutory duties, including those related to safeguarding, are fulfilled.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Bullying is rare and there have been no exclusions for over three years. Pupils say that the school helps them to understand and combat different types of bullying, including cyber-bullying.
- Pupils have very positive attitudes towards learning. This is reflected in their readiness to learn and their enthusiasm when responding to questions.
- Pupils' conduct around the school is respectful and caring. One parent's comments reflect the views of the

vast majority: 'I like the fact that the older children in the school are so kind and helpful with the younger ones.'

- Pupils are rightly proud of their school. This is shown in the way they look after the school environment. They speak highly of its eco-friendly nature, tending to a beehive, growing fruit and vegetables, and storing energy through solar panels.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and can trust adults to help them resolve problems. Parents agree. The school places safety at the heart of its goals, and this makes for a very positive and cohesive community.
- Pupils enjoy coming to school. As a consequence, their attendance is well above the national average.

The quality of teaching is good

- Parents say that teaching is good. Their opinions are confirmed by the inspection findings. Strong relationships and the pupils' positive attitudes contribute to learning which is fun and engaging.
- Pupils are given many opportunities to develop their writing skills. They are taught to write using different styles, and learn about different writing conventions. Year 5 pupils, for example, applied their understanding of writing a diary using chronological language. As a result pupils develop confidence in using these writing skills.
- Pupils develop a good range of vocabulary as a result of effective teaching. Teachers manage to engage pupils' attention through activities which are interesting and relevant. In building different sorts of houses, one pupil pointed out that 'this is a terraced house because it will have houses on both sides'.
- Teachers make sure pupils have a good understanding by asking questions and giving explanations which are clear. Pupils in Year 4 developed a good understanding of dilemmas, and how to work together to resolve moral problems. Expert questioning helped pupils understand how to formulate arguments, for example knowing how to be impartial in their views.
- Calculation skills are taught effectively, as work is set that matches pupils' abilities. Teachers and other adults use questions well to probe pupils' understanding, so that they develop a good grasp of the mathematical ideas. The most able pupils in Year 6, for example, developed precise understanding of mathematical language as the teacher gave clear instructions, provided relevant examples, and questioned the group to elicit the right use of key words.
- Teaching assistants make a good contribution to learning, in particular the support they give to disadvantaged pupils.
- Teachers' marking and feedback show good consistency across the school. This helps pupils to know what they do well and what they can improve upon. Well-chosen homework also helps to provide stimulation and additional challenge.
- On occasion, not enough demands are made on the most able pupils, especially in Key Stage 1. Opportunities for them to think more carefully and undertake investigations to develop their skills in solving problems are infrequent.
- In the Early Years Foundation Stage and in some classes in Years 1 and 2, work is occasionally too hard or too easy, and not modified during the lesson in line with the abilities of different groups of pupils. As a result some individuals occasionally make less progress than their peers; typically boys, disadvantaged pupils or the most able.

The achievement of pupils is good

- In 2013, pupils' attainment in reading and mathematics at the end of Year 2 was in line with national averages, and writing was well above. At the end of Year 6 attainment was above in reading and writing, and well above in mathematics.
- In 2013, the gap in attainment between disadvantaged pupils and their peers at the end of Year 6 was around 12 months in reading, 10 months in writing and six months in mathematics. In reading and writing the gaps were similar to national averages for all pupils, but there was no gap in mathematics. Information from the school about Year 6 achievement in 2014 shows that the previous gaps have closed considerably. Gaps are also closing in other year groups.
- Pupils in Year 1 attained well above the national average in the 2013 national screening check on phonics (letters and the sounds they make). Pupils are now placed in different groups so that they can work on the things they need to know next. They acquire skills quickly and as a result they make good progress, and apply their phonic skills very effectively.
- Reading skills continue to improve through the school. Pupils have regular opportunities to read, and pupils are well supported in developing their understanding of different texts. Pupils' writing shows a good command of vocabulary and punctuation.
- Disadvantaged pupils and those who have special educational needs make progress in line with their peers. Progress is stronger in Key Stage 2 than in Key Stage 1. The pupil premium is used to support pupils in small groups or provide additional adults in class. Funds are used effectively to meet both their academic and social needs. This demonstrates the school's strong commitment to equality of opportunity.
- The most able pupils are usually challenged to achieve well and reach the higher standards they are capable of, particularly in Key Stage 2.
- Pupils who speak English as an additional language make similar progress to their peers. The school caters well for their needs.
- Achievement is not yet outstanding as teachers do not always expect the highest quality of work from all their pupils, particularly in Key Stage 1. In these lessons some pupils do not achieve as well as they could, and their progress slows.

The early years provision is good

- Children arrive with skills that are broadly typical for their age, although some are slightly behind in reading and writing. Good links with the adjacent pre-school and other providers mean that gaps are quickly closing for most groups of pupils.
- Typically, children experience a rich and stimulating environment, and quickly learn to choose activities which develop their social as well as academic skills. Adults provide good care and effective teaching so children progress well, and most exceed the standards expected by the time they move to Year 1.
- Good support is provided for children who need extra help, either in small groups or on a one-to-one basis. Their needs are discussed with parents and swift action is taken so that they do not fall behind in acquiring basic skills.
- Leaders have helped to improve the outdoor spaces so that children quickly develop their physical and social skills. Children mix well and play well together, and show good levels of concentration when they take part in group activities. Occasionally, activities are planned which do not meet the needs or interests of some of the boys, so some fall behind. For some, the achievement gap for these boys remains as they continue through the school.

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

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| Unique reference number | 131209 |
| Local authority | Essex |
| Inspection number | 449375 |

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

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|--------------------------------------------|----------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 499 |
| Appropriate authority | The governing body |
| Chair | Ann Curnow |
| Headteacher | Stacey Ward |
| Date of previous school inspection | 30 June 2011 |
| Telephone number | 01279 629427 |
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