

Langley Fitzurse Church of England Primary School

Middle Common, Chippenham, SN15 5NN

Inspection dates

13–14 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
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.

- Since the previous inspection, strong leadership has ensured that teaching has improved and standards have risen steadily.
- Teaching is good because teachers and leaders know the pupils well and give them work to do which is set at the right level of difficulty.
- All groups of pupils make good progress in developing their knowledge and skills. By the end of Year 6, pupils typically reach standards which are above average, particularly in reading and mathematics.
- Pupils with special educational needs are supported effectively by adults who understand what these pupils need. Consequently, these pupils also make good progress and overcome the issues they face.
- In Reception children make typical or better progress and by Year 1 most have advanced skills for their age.
- Pupils' behaviour is outstanding because pupils are very eager to learn, and put a great deal of effort into the work they are asked to do. They are very courteous and kind to one another, willing to help anyone who needs it.
- Pupils understand the importance of being at school regularly; attendance is above average.
- Pupils feel very well cared for because adults take the time to listen to them. Pupils feel particularly safe because they are well informed about dangers they may face and how they can keep themselves free from harm.
- Governors make sure that they have an accurate grasp of the work of the school. They provide helpful challenge and support to leaders which drive improvement. They also make sure that all the safeguarding and other requirements are met, so that pupils are safe.

It is not yet an outstanding school because

- Progress in writing is not as rapid as in reading and mathematics. While the standard of pupils' writing is above average, it is not as high as in reading and mathematics.
- Occasionally, teachers do not give pupils enough time to get on with their writing, particularly the most able.
- Teachers' comments in pupils' books are not always precise enough in telling pupils what they need to do to move on in their learning.
- Teachers sometimes do not give pupils enough time to act upon the comments in their books.

Information about this inspection

- This inspection was undertaken by one inspector over two days.
- The inspector spent most of the time in lessons, observing pupils' learning and looking at the work they have done in their books. The majority of these observations were done together with the headteacher.
- The inspector looked at a wide range of documents in the school, including: senior leaders' observations of teaching; teachers' records about pupils' progress and attainment; and policies and procedures, particularly to keep pupils safe. He also looked at plans to bring about further improvements and minutes from meetings, including those of the governing body. He evaluated the school's data about the performance of pupils, and considered how these compare with pupils' work.
- The inspector met with senior leaders, teachers and governors. He met with a group of pupils from across the school and spoke to pupils informally during break times and in their lessons.
- The views of parents were taken into account through the 49 responses to the online survey for Ofsted, Parent View, and by talking to a few parents informally before and after school. The views of adults working at the school were also considered through inspection surveys received by the lead inspector.

Inspection team

Andrew Saunders, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school, and comprises four classes. Three of these classes combine two year groups, with Year 2 pupils currently being taught in a class of their own.
- Almost all pupils are White British.
- About one tenth of pupils are disabled or have special educational needs. This is below average.
- The proportion of disadvantaged pupils is below 10%, which is below average. There are too few to report on their progress and attainment without identifying them. Additional funding, the pupil premium, is provided by the government to promote the progress and attainment of such pupils, including those who have been eligible for free school meals and children looked after by the local authority.
- The school supports a number of other schools to develop teaching and leadership, particularly within the early years.
- The school meets the current government floor standards. These are the minimum expectations for the progress and attainment of pupils in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve teaching so that it is typically outstanding, by:
 - making sure that teachers' comments in pupils' books tell pupils more precisely what they need to do to move on in their learning
 - giving pupils the time and encouragement to act upon these comments.
- Raise achievement in writing to the same high levels as in reading and mathematics, by:
 - giving pupils more opportunities to get on with their writing as soon as they understand what they need to do, particularly the most able pupils, and ensure that that they have enough time to finish it.

Inspection judgements

The leadership and management are good

- Since the previous inspection, the headteacher has maintained a persistent focus on the key issues which the school needed to improve to be good. Senior leaders and governors have been successful in developing a culture in which teachers work together to improve teaching and where excellent behaviour is typical.
- The headteacher has made sure that teachers know how their teaching could be even better, and she follows this up to check that improvements have taken place. This has ensured that pupils' learning has improved and standards have risen steadily.
- Teachers and leaders work together well to identify and promote the most effective approaches to teaching. For example, teachers have developed the way they foster pupils' confidence with mental mathematics so that it is particularly effective. They make sure that pupils read widely and often, and that there is a good range of books available to interest them. Tasks for the pupils to learn at home are also well organised and helpful resources make sure this is at an appropriate level for each pupil.
- All teachers take on areas of responsibility. They help to check the quality of teaching and learning within their areas, and to introduce measures to bring about improvements. Some middle leaders are new to their roles. Consequently, some of the systems introduced are not yet fully secure.
- Senior leaders have made sure teachers are increasingly confident in assessing pupils' performance within the new national requirements and that this is used well to plan further work for pupils. They have collaborated with other schools to develop this across all year groups.
- The extra funding for pupils eligible for the pupil premium is used effectively and, although there are few of them, it enables them to make the same progress as other pupils.
- Leaders make sure that the range of subjects carefully develops the skills pupils need. The work they plan for pupils is interesting and enjoyable. Exciting visits help to develop pupils' understanding of the wider world. These visits, and further opportunities where they learn about other cultures and respect for diversity, for example, ensure they are well prepared for life in modern Britain. In particular, the extended residential trip to Treginnis Farm is a highlight pupils speak about animatedly. Pupils raise money towards funding this, which helps them appreciate the experience more.
- There is a strong emphasis on giving pupils high quality opportunities to reflect about spiritual and moral aspects of life, and pupils respond very thoughtfully. They contribute enthusiastically to this by leading prayers and celebrating each other's successes. The pupils' worship council helps to organise and run collective worship. This also contributes to pupils' excellent behaviour.
- The emphasis on appreciating each other's differences and strengths means pupils have an excellent understanding of diversity. Discrimination in any form would not be tolerated were it to occur. The school nurtures good relationships between pupils and promotes equality of opportunity.
- Leaders have used the additional primary physical education and sport premium well to provide training and mentoring for teachers. This has improved their skills and confidence in teaching physical education and sports. It also provides expert coaching in sports and to train pupils as leaders of sports. Further, early morning clubs have boosted pupils' understanding of being healthy.
- School leaders and governors make sure that all the statutory requirements for safeguarding arrangements are met, and that appropriate policies and procedures are in place and kept up to date.
- The support the local authority provides has gradually reduced as the confidence and strength of the school leadership have increased and as the achievement of pupils has improved. The local authority now provides light support to check that the views of leaders about the school's effectiveness are accurate and that the momentum of improvement continues. It also helps governors to develop the skills and insight they need to support and challenge the school. The school also supports other schools in developing teaching and assessment.
- **The governance of the school:**
 - Governance is good. Governors frequently visit the school, and have links with particular classes, so that they get an in-depth view about the work of the school. They use this well to check that the information given to them by senior leader makes sense in the light of what they see and hear. This means they have a good understanding of what data show about the school's performance and about the quality of teaching. They have analysed the skills and knowledge they have among the governing body and have sought training to develop further understanding where they need it. This reflective approach means they are effective in supporting and challenging the school. Governors make sure that parents have plenty of information about the school and the performance of pupils.
 - Members of the governing body make sure that appropriate checks have been carried out on all adults

working in the school. This ensures that children are safe and that all adults understand their responsibilities in this regard.

- The finances of the school are closely monitored and governors check that they are being used to provide pupils with the resources and opportunities for a good education. They make sure any underperformance is tackled quickly. Governors make good use of information about the performance of teachers to check that pay awards are used well to encourage and promote the best practice. Although there are very few pupils who are eligible, governors make sure that the additional funding, the pupil premium, is used effectively to improve the learning of vulnerable pupils.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are very keen to work hard, and quickly get down to the tasks that have been set for them. Often they are eager to do the more challenging work that stretches their skills and knowledge. Pupils and parents speak very highly of behaviour at the school.
- Pupils keep their work very neat and tidy because they are proud of what they do. When given the opportunity and encouragement, pupils act upon the comments teachers make in their books. However, they do not always get enough of these opportunities. They are particularly conscientious when they get the chance to review their own or each other's work, often making insightful comments to help each other improve.
- Relationships between pupils are excellent; they care a great deal about each other and frequently do kind deeds to encourage others. They are polite and courteous to adults, reflecting the respect adults show them. Older pupils take particular care to support and help younger pupils. As buddies, they are very good role models for behaviour and learning. For example, Year 1 pupils take great responsibility for explaining safety when they go with Reception children to the 'Field and Forest' learning.
- Pupils show great pride in their school. For example, they worked hard to raise money to renovate the bell tower last year. They also like taking part in the many interesting clubs and activities after school, learning musical instruments or singing together. Many talk enthusiastically about the sports they do, and are proud to have represented the school in matches and tournaments. Their enjoyment of school means they come into school on time. Attendance has improved and is now above average. Their excellent personal development, academic success and well developed skills mean pupils are well prepared for the next stage of their education. Older pupils look forward to moving on to secondary school with great anticipation, but say they will miss their school because 'it is like being part of a friendly family'.

Safety

- The school's work to keep pupils safe and secure is outstanding. There is a strong emphasis on making sure pupils are well informed about any dangers they may face, and that they understand what they can do to minimise any risks.
- Pupils get along with one another extremely well; they look out for each other and make sure that everyone has someone to play with. They say that the 'buddy bench' on the playground helps make sure that this is the case, but that it is hardly ever needed.
- Pupils say that bullying does not happen in their school because everyone knows each other so well and because they are all friendly. If it did happen, they are very clear what they would do about it, and that no one at the school would tolerate it in any form.
- Pupils have a very good understanding of what they can do to stay safe when using the internet, including when at home.

The quality of teaching

is good

- Teaching is of consistently good quality. At times, aspects of teaching are outstanding, but this is not yet typical over time. New ways of teaching reading and mathematics have been particularly successful, and progress in these areas is strong. While the school has also been focusing on improving the way writing skills are developed, this is more recent. Consequently, the approaches are not yet as well established and progress is not quite as rapid as in reading and mathematics. The most able pupils are not always given enough time for their writing.
- Teachers have the same high expectations of pupils' reading, writing and mathematics, whatever subject they are teaching. Pupils understand their targets for improving their attainment and work towards these well. Teachers make sure they are relevant and readily available for pupils to reflect upon.

- Teachers and leaders have established a new framework for marking which is being used well across the school so that pupils understand the different symbols telling them what they need to improve. Many of the comments teachers make help pupils understand where they have succeeded and what they need to do next to improve their work. However, a few comments are not precise enough to make sure pupils know what to do or how to do it. There is also not yet a consistent expectation that pupils will actually do what teachers have asked. Pupils do not have enough opportunity to act upon these comments.
- Teachers make sure that pupils see examples of good work, through showing them their own or through sharing other pupils' work. They make excellent use of technology to bring this about. As a result, pupils have a good understanding of what teachers expect of them, and how to present their work.
- Teachers do not often enough make sure that pupils have sufficient time to write at length, both in English and across other subjects. On a few occasions, the most able pupils, in particular, are expected to continue sitting through the teacher's detailed explanation when they already understand what they need to do. This limits the progress they make.
- Adults work together well to identify any pupils who may not be making as much progress as they should. Help is provided quickly and this ensures that pupils with special educational needs make good progress.
- Teaching assistants understand well what the pupils are learning, and how they can help them, because teachers share with them their plans and the intended outcomes for each lesson. This means their support is effective. Adults make sure that pupils do not rely on them too much and complete as much of their work as possible for themselves.

The achievement of pupils is good

- From their starting points, pupils make good progress across the school, particularly so in reading, mathematics and in their grammar, punctuation and spelling. Progress in writing is also good, but not as rapid.
- By the end of Year 6, pupils have reached standards which have been above average for the past two years. Pupils currently in Year 6 are already well on their way to match or exceed these standards.
- Pupils in other year groups have attainment that is typically above what is expected for their age, although they reach higher standards in reading and mathematics than in writing.
- An above average proportion of pupils reaches the highest standards in writing and mathematics, and particularly reading, because pupils are well supported and challenged. The most able mathematicians are given appropriately challenging work and some extra help, so that more pupils than average reach even higher standards. There are also some extra opportunities for those who are talented writers.
- Across the school, disadvantaged pupils' achievement is in line with other pupils in their classes. There were too few pupils in Year 6 in 2014 to comment on their attainment without identifying them.
- Effective support from well-informed adults means that disabled pupils and those with special educational needs make good progress. The education provided meets their needs very well because many overcome the issues they face and no longer need support. In this way they develop knowledge and skills in line with other pupils in the school.

The early years provision is good

- Children join the school in Reception as confident speakers but their writing skills are less well-developed. A range of different knowledge and skills. They settle in very quickly because the Year 1 pupils in their class set a good example and help them to learn about what is expected. This means there is a cooperative, friendly atmosphere and children greatly enjoy school. Their behaviour is outstanding. Children feel very safe and are confident to try things for themselves.
- The challenging work that older pupils are doing means that children in Reception are ambitious in the tasks they want to do. They often copy their classmates and make rapid progress, for example in learning their letters and the sounds they make (phonics) or learning about numbers. By the end of Reception, most children, including the disabled, those with special educational needs and the more able, have made at least typical or better progress from their starting points. Across most areas of learning their knowledge and skills are advanced for their age. This means they are well prepared for work in Year 1.
- Teaching is never less than good, and is often outstanding in the early years. Adults use good humour and their excellent understanding of the needs of these children to make sure that the tasks and activities they plan are fun and develop the skills children need.

- The leadership and management are good. Leaders have introduced a new, efficient system to collect and analyse the progress children are making. This is at an early stage and is being developed further to ensure that each child is challenged and supported in the particular skills they most need to work on.
- There are good opportunities for parents to understand more about their children's learning so that they can support their children at home. Parents say they get plenty of information about how well their children are learning and developing and that the school listens and responds quickly if they have any concerns.

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	126334
Local authority	Wiltshire
Inspection number	453430

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair	Claire Cunningham
Headteacher	Becky Harris
Date of previous school inspection	30–31 January 2013
Telephone number	01249 750295
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