

# Langer Primary Academy

Langer Road, Felixstowe, Suffolk IP11 2HL

**Inspection dates** 19–20 January 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Progress, from their various starting points, is rapidly improving for all groups of pupils. Pupils now make good progress.
- The headteacher has established a climate of high expectations with an uncompromising drive for the improvement of opportunities for all pupils. The academy's motto of, 'to make our best better' is evident in all aspects of the academy.
- Planning for teaching accommodates pupils' interests. Learning is well directed and supports pupils' individual learning needs.
- Pupils are happy and safe; they are proud of themselves, their work and their academy.
- Support for pupils with additional learning needs, such as those with English as an additional language, disabled pupils and those with special educational needs, is effective and nurturing. Their progress is rigorously monitored and they are thriving as a result.
- All pupils have a very clear understanding of their roles and responsibilities within British society and demonstrate tolerance and respect. They are consistently courteous.
- Governance has significantly improved and governors now support and challenge academy leaders to achieve good outcomes. Governors have an accurate understanding of the strengths of the academy and those areas that still require improvement.

### It is not yet an outstanding school because

- The early years provision requires improvement because staff do not always assess children well enough to build on their existing level of development.
- Early years learning opportunities are limited by restrictive teaching strategies that are very heavily reliant on adult input.
- The teaching of the most-able pupils does not always challenge them enough. The work they are given is sometimes too easy.
- The high-quality teaching and learning in mathematics and English are not always evident in the other National Curriculum subjects.
- New methods for pupils to assess their progress and determine the next steps in their learning are not used consistently in all classes.

## Full report

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

- Improve the provision in early years by:
  - ensuring that assessments are accurate and fully reflect the achievements of the children
  - using more accurate assessment information to tailor the delivery of the curriculum to provide appropriate challenge and support to all children
  - improve the quality of teaching and learning by providing children with more opportunities to explore and investigate independently.
  
- Further improve the quality of teaching and learning by ensuring that:
  - recently introduced teaching initiatives are used consistently throughout the school to allow pupils to recognise their current levels of learning and identify what they need to do to improve
  - planning for learning and the delivery of lessons always accommodate the learning needs of the most-able pupils and stretches them academically.
  
- Build on the strong curriculum delivery of mathematics and English and ensure that all National Curriculum subjects are delivered to the same high standards.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher has been uncompromising in her pursuit of the highest standards in the quality of teaching and learning; she is ambitious for all pupils. Supported by the deputy headteacher, she has set challenging targets and monitors these regularly, ensuring that pupils are making sustained good, or better, levels of progress.
- The upward trajectory of improved progress throughout the school, and improved attainment in early years and Year 1 are as a result of strong senior leadership. The legacy of underachievement is being addressed strategically and there is a culture of high expectation that is embraced by all staff and pupils.
- All teachers regularly review the strengths and areas for improvement at a whole-school, key stage and subject level. They recognise their own professional development needs and respond rapidly to recommendations and advice. The academy's leaders provide a wide range of professional development, with effective training and support. An ethos of collaborative learning is modelled by all staff and permeates through to the pupils.
- Appropriate systems are in place to manage the performance of teachers and teaching assistants. Targets are linked to whole-school and pupil performance targets, and to the individual professional development needs of staff. Leaders and governors reward strong performance and do not shy away from tackling underperformance.
- The headteacher, supported by other senior and middle leaders, monitors the quality of teaching and learning very regularly and rigorously. Regular reviews of pupils' progress are carried out, and governors and directors of the academy trust routinely discuss accurate summaries of all monitoring activities. Staff are well supported to address areas for improvement identified during the review process.
- Leaders support teachers to be creative in the delivery of the curriculum in English and mathematics, and these subjects are taught well. The depth and breadth of coverage are less evident in some other subjects, and middle leaders are addressing this.
- All middle leaders have clear action plans detailing how they are going to lead improvements in their subject areas. They are being supported to complete the actions required and measure the impact of their efforts. All subject action plans link into the whole-school development strategy and are reviewed regularly by senior leaders.
- Spiritual, moral, social and cultural learning opportunities are woven through all aspects of school life and are demonstrated in the strong ethos and values of the school. During the inspection, while pupils were focusing on the topic of 'friendship', several pupils moved their personal reflections on, and independently created posters and slide shows during the lunchtime computer club.
- Equality of opportunity is evident for all pupils. The leadership of support for pupils with additional learning needs, such as those with English as an additional language, disabled pupils and those with special educational needs, is strong. All pupils' specific needs are understood and met, and tracking of progress is rigorous.
- Pupils' understanding of life in modern Britain is exemplary. All pupils, even the very youngest, have a clear understanding of their roles and responsibilities. They can discuss the value of democracy and diversity and demonstrate respect and tolerance to others. Pupils in Key Stage 2 have a clear understanding of democratic principles.
- The pupil premium funding is used well, and as a result there is no gap in the progress of disadvantaged pupils when compared with that of all pupils at the school.
- The primary sports grant is allocated well. Pupils are accessing a greater variety of sports and sporting competitions. They receive additional teaching from trained coaches, and teachers are using this to successfully develop their own delivery of sports skills.
- Systems to monitor and improve attendance have been highly effective. A history of poor attendance has been eradicated, and systems are now in place to ensure that good attendance remains the norm.
- The academy trust has been very proactive in providing effective and regular support to the academy. Members of the trust have underpinned the journey of improvement, while allowing the academy to remain autonomous in many of its key decisions and actions.

- Arrangements for safeguarding are adequate, and practices to ensure pupils are safe are good. The recently added family liaison provision is being used well to ensure that the broader needs of the entire family are supported and responses to any concerns are rapid and effective. The administrative processes to record safeguarding activities are in a state of transition, and not tightly organised.
- Leaders have been successful in changing the public perception of the school and involving parents more in their children's school life. As a result, parental perceptions have changed significantly and parents say they are happy with the way the academy cares for and supports their children.

#### ■ **The governance of the school**

- Governance has improved significantly since the last inspection. Governors have a very accurate view of the academy and play an active part in all aspects of improvement. They review the development of the academy improvement plan and use it as a tool to monitor and review progress on a regular basis. The governing body has significantly improved since the previous inspection and is now a skilled, determined and effective group, ably supported by senior leaders and members of the academy trust.
- Governors challenge and support senior leaders and do this in an informed manner. They use a variety of different approaches to verifying the information the academy provides them with. As a result, governor meetings are purposeful and support continued school improvement.
- Governors play a key part in the full performance management cycle. They review anonymised targets set for all staff and ensure that they align appropriately with school improvement. They measure the progress towards these targets on a regular basis. Governors make sure that strong performance is recognised and appropriate measures are taken to tackle any underperformance.
- Governors have an accurate view of the management of all aspects of school life, including safeguarding and finance, and can explain the rationale behind their decisions.

### **Quality of teaching, learning and assessment is good**

- Senior leaders ensure that the quality of teaching in reading, writing and mathematics is at least good.
- Planning for teaching meets the interests and needs of a large majority of the pupils, and as a result they are highly engaged, enjoy learning and do their best.
- Assessment of pupils' ability is broadly accurate, and ongoing assessment of pupils' knowledge, skills and understanding during lessons is very effective. Systems to assess learning and track pupils' progress are new, and teachers are developing a working understanding of them.
- In a large majority of the lessons, teachers have high and realistic expectations of what all groups of pupils should achieve. They provide appropriate support to pupils to help them challenge themselves and play a full part in selecting their own levels of learning.
- In some instances, the most-able pupils are not adequately challenged and the work set is too easy. Where pupils' attainment has been low as a result of historical poor teaching, teachers do not always consider the capability of the most-able pupils.
- Teachers have a clear understanding of the next steps required in pupils' learning. However, these are not effectively shared with pupils; they are aware that they have targets but are sometimes unsure what they are.
- Teachers capitalise on pupils' enthusiasm for learning and ensure that lessons are interesting and inspiring and that pupils work hard. Pupils were purposeful and enthusiastic throughout all lessons observed during the inspection.
- Both adults and children use challenging language, as seen in phrases and terminology displayed around the school. Children in Key Stage 2 are confident in accurately using phrases such as 'appropriate and effective'. In Key Stage 1, pupils demonstrated their ability to use language effectively to support their discussions. They showed confidence in starting discussions, for example by using phrases such as, 'in my opinion...' and 'I agree with...'.
- The classroom environments support learning and celebrate pupils' achievements effectively. Pupils are keen to display their work, thus demonstrating that every pupil is valued. Classrooms are well resourced, and pupils access equipment independently as they require it.
- Support for individual pupils is timely and allows for pupils to develop independence.

- Teachers create learning opportunities to support the progress of all pupils. Consequently, for example, pupils who are unsure or who misunderstand a concept take full advantage of opportunities to review their learning again. Additional individual and small-group sessions are highly focused, and pupils use intense dialogue that allows them to clarify their understanding, thus preparing them well for the next lesson.
- The structure of phonics (the sounds that letters make) and English lessons enables pupils to meet high expectations and establish routines that give them the confidence to forge ahead. Pupils develop a broad range of strategies to improve their learning and are developing a pleasure in reading.
- Teachers have good subject knowledge of mathematics, and pupils make good progress as a result. New strategies for teaching mathematics have recently been implemented and the impact of these on further improving the quality of teaching and learning is already evident.
- Teaching assistants support pupils' learning well during group and individual tasks. They are not always deployed as effectively during whole-class teaching sessions.
- Homework is set in line with school policy and is age- and ability appropriate. It consolidates classroom learning and prepares pupils well for their next lessons.
- Parents comment on the significant improvements in the quality of teaching, learning and assessment since the previous inspection. They are well informed about their children's progress and feel more involved in school life.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are happy and confident; they take pride in their work, their achievements, their uniform and their school. A pupil described the school as, 'a happy place to be'.
- A strong emphasis has been placed on pupils caring for each other and working together. This ethos is fully embedded throughout the school and is modelled by all adults. Pupils work well with their peers, encouraging, supporting and challenging them.
- Pupils embrace the diversity of their school catchment and actively explore the lives of their peers from other cultures. Differences are celebrated, and pupils fully understand the value of diversity in modern Britain.
- Pupils are able to describe different types of bullying, and they know how to keep themselves safe online. Through assemblies, class discussions and peer mentoring, pupils learn how to keep safe and what to do if they feel unhappy. Parents and pupils recognise that children can be unkind to each other, but feel confident that staff will sort out any disputes promptly.
- There is a strong culture of care for pupils and their families. The academy's own family liaison worker supports the broader needs of many families and works well with a range of organisations that can further support families at the academy. Families who have recently arrived from abroad are helped to integrate into the Felixstowe community, and the teaching assistant allocated to them keeps them well informed about relevant local events.
- The key values of the academy foster a strong sense of community and the academy is developing stronger links with the local community. These had deteriorated over time, but it was noted by a governor that, 'the school is now back at the centre of the community'. This opinion was supported by comments from parents.
- Pupils are encouraged to take on roles of responsibility. The function of the school council is well respected by all, and pupils value the democratic process for electing their councillors.
- Provision for reading and the way in which it is promoted inspires engagement of all pupils.

### Behaviour

- The behaviour of pupils is good. They are polite, respectful and courteous to adults and to each other.
- Pupils have very positive attitudes to their learning and this has greatly assisted in their good academic progress. Pupils are reflective about their lessons and have high expectations of themselves. They are becoming more confident in learning from their mistakes and are able to sustain concentration for prolonged periods.

- Parents, staff and pupils all commented on the significant improvement in behaviour and attribute this to the clearly defined responses to poor behaviour introduced by the headteacher.
- During the inspection, there were no instances of behaviour being less than good. Analysis of behaviour records indicates that this is normal for the academy and that disruptive behaviour is rare.

## Outcomes for pupils

## are good

- Progress for all pupils is at least good and attainment is rapidly improving, particularly at Key Stage 1.
- The more recent strong learning practice is rapidly overcoming a legacy of underachievement. From starting points of many pupils that are broadly typical for their age, evidence seen in lessons and pupils' work indicates that a large majority of pupils are making accelerated progress. Pupils are being taught the curriculum appropriate for their age and this is contributing to their good progress and preparing them for the next stage in their education. It is the clear aspiration of all staff that pupils should be attaining at age-related expectations.
- Outcomes for pupils with English as an additional language are particular strong, based on their starting points. The systematic target-setting, support and tracking of progress ensure that pupils in the early stages of developing their understanding of the English language also make good progress.
- Disabled pupils and those with special educational needs make good progress as a result of regular and rigorous monitoring of the quality of teaching and the impact of additional support. Leadership of this area is good and pupils are making sustained progress as a result.
- Pupils' skills in phonics have improved considerably. The progress of Year 1 pupils in phonics is exemplary, and their performance in the annual phonics check is now above national expectations.
- Disadvantaged pupils make good and often better progress. There is no gap between their progress and the progress of other pupils nationally.
- The most-able pupils make good progress. Many of these pupils are making accelerated progress and are now working at or above age-related expectations.
- Progress in English is slightly better than that in mathematics. There are some gaps in Key Stage 2 pupils' mathematical knowledge as a result of poor teaching in previous years. New systems are now in place to overcome these gaps. They are already having a positive impact on pupils' progress in mathematics, and the gaps are closing.
- Improved attainment and progress in subjects other than English and mathematics are slower, although there is evidence in pupils' work and from discussions with pupils that they are making good progress.

## Early years provision

## requires improvement

- The leadership of early years requires improvement because assessment information is not sufficiently accurate, and the evidence to support assessments is too sparse. In some instances, the higher ability children are not adequately challenged because their level of skill is not recognised or recorded by staff.
- The quality of teaching over time requires improvement because the range of teaching strategies is limited and does not allow children to fully develop as confident, independent learners. Consequently, many do not reach the standards of which they are capable, and their progress overall does not, therefore, match their potential.
- Children enter the setting with knowledge, skills and understanding broadly typical for their age. Although the majority of children are making good progress, this is not the case for all the children, who because of their starting points have the potential to achieve better than they do.
- There are some improvements that were evidenced during observations by the inspection team and through reports from external consultants. The proportion of children reaching a good level of development before moving to Year 1 is average. This is a marked improvement on previous years and mirrors the improvements seen in the rest of the academy.
- Children are keen learners and they readily participate in reading, writing and number work. Activities are stimulating and build on the children's interests.
- Children behave well. They respond appropriately to adults and show respect and consideration for each other. Children are happy and safe. Children approach all activities purposefully.

- Children listen attentively and reflect on their responses through collaborative learning. They share their ideas with others; this enables children to think and explore ideas before voicing them to the class, and as a result, the quality of their responses is improving.
- A strong relationship is developing with local feeder nurseries and pre-schools and this supports a smooth transition to the provision. Parents are actively involved in the transition process and enjoy sharing in their children's learning.
- Safeguarding arrangements are adequate and the setting meets all statutory requirements.
- Children with additional learning needs, such as those with English as an additional language or disabled children and those with special educational needs, are well supported and make good progress.

## School details

<b>Unique reference number</b>	138117
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10009154

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor led
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	166
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend Robert Hinsley
<b>Headteacher</b>	Elizabeth Bartholomew
<b>Telephone number</b>	01394 283065
<b>Website</b>	<a href="http://www.langerprimaryacademy.org">www.langerprimaryacademy.org</a>
<b>Email address</b>	<a href="mailto:admin@langerprimaryacademy.org">admin@langerprimaryacademy.org</a>
<b>Date of previous inspection</b>	30 January 2014

## Information about this school

- Langer Primary Academy is smaller than average, with 166 pupils.
- It is sponsored and supported by the Academies Enterprise Trust.
- Following a period of staffing unrest, a new headteacher started at the academy two terms prior to the previous inspection and an entirely new teaching staff started at the academy in September 2013. Since that date, there have been fewer staff changes.
- Children enter the academy full time in the Reception Year.
- The proportion of pupils eligible for the pupil premium is in the highest percentile nationally and includes almost half of pupils at the academy. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after.)
- Over one fifth of pupils are from a variety of ethnic minority groups and over one tenth of pupils enter the academy with English as an additional language.
- The proportion of disabled pupils and those with special educational needs is below that found nationally.
- The academy meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.



## Information about this inspection

- Inspectors observed teaching, learning and assessment in all classes. Four lessons were jointly observed with the headteacher or deputy headteacher. Both inspectors listened to readers in Year 1, Year 2 and Year 6 and looked at work in pupils' books. Fifteen lessons, or parts of lessons, were observed by the inspection team.
- Inspectors observed behaviour in lessons, around the academy and during breaktimes. The lead inspector met with boys and girls from Key Stages 1 and 2. An inspector carried out a tour of the academy accompanied by two Year 6 pupils. An inspector attended assembly.
- Inspectors held meetings with the headteacher, the deputy headteacher and middle leaders. The lead inspector also met with representatives from the academy trust and the governing body.
- The inspection team observed the day-to-day workings of the academy and looked at key documents, including the academy improvement plan, its self-evaluation, assessment information, behaviour and attendance records, and information relating to health, safety and safeguarding.

## Inspection team

Deborah Pargeter, lead inspector

Ofsted Inspector

Simon Morley

Ofsted Inspector

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