

# Langtons Infant School

Westland Avenue, Hornchurch, Essex RM11 3SD

## Inspection dates

23–24 January 2018

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

## Summary of key findings for parents and pupils

### This is a good school

- The new headteacher is raising expectations and standards across the school.
- Senior leaders monitor teaching and learning effectively. Teaching is improving and is now good.
- The school has strong capacity to improve further. This is the result of strong leadership from senior and middle leaders.
- Pupils make good progress in all subjects. Standards of attainment are rising in each year group.
- Early years provision is good. Leaders have a realistic understanding of children's starting points. Children make good progress in the Reception Year.
- Governors support leaders skilfully with school improvement.
- The curriculum is broad and balanced to offer pupils exciting learning opportunities.
- The sport premium is spent effectively to improve the teaching of physical education.
- Pupils who have special educational needs (SEN) and/or disabilities make good progress.
- Teachers' expectations of what pupils can achieve are high, particularly of the most able pupils. The level of challenge in lessons is improving and is good overall.
- Additional funding is spent effectively to improve outcomes for disadvantaged pupils.
- Behaviour is good and attitudes to learning are positive. Pupils are listened to and feel safe.
- Attendance is improving and leaders ensure that strategies are in place to support vulnerable families. Safeguarding is effective.
- Teachers do not provide pupils with sufficient opportunities to write independently across all subjects.
- Teachers sometimes do not make the most of opportunities to extend pupils' understanding of the books they are reading and to develop their comprehension skills.
- Classrooms, including displays, do not consistently enhance pupils' learning. The learning environment needs improvement.
- Although communication with parents is positive, some parents report that they would welcome greater notice of school events.

## Full report

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

- Improve the quality of teaching and learning, and raise pupils' achievement, by ensuring that:
  - teachers provide pupils with increased opportunities to write independently across a wide range of subjects
  - classrooms are tidy and purposeful learning environments that enhance pupils' learning
  - pupils are supported further with reading comprehension, particularly with the key skills of inference, deduction and personal understanding of the text.
- Improve the quality of leadership and management by ensuring that communication between the school and home is consistently effective.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The new headteacher is having a positive impact on raising standards throughout the school. Pupils' attainment and progress are improving. Together with senior leaders, the headteacher has improved the quality of teaching and learning.
- Leaders' self-evaluation of the school's performance is accurate. Senior leaders are reflective and use a wide range of opportunities to improve the school further. This includes visits to other schools to gain insight into successful ways of working.
- Middle leaders are fully involved in the evaluation and monitoring of teaching and learning. They work closely with senior leaders to visit classrooms, talk to pupils and look at pupils' books.
- Leaders recognise the school's strengths and the areas for further development. All staff are involved in the school's plans for future improvement. Regular feedback is given to staff on the evidence gathered from classroom visits and scrutiny of pupils' work. Assessment information to track pupils' progress is accurate and shared with all staff.
- Leaders make sure that training and development opportunities for teachers are linked to the standards observed in lesson observations, learning walks and work scrutiny. This is effective and has reduced the variability in teaching.
- The additional funding to support disadvantaged pupils is used effectively to improve learning outcomes in reading, writing and mathematics.
- The sport premium funding enables the school to buy additional resources to improve the teaching of physical education. This has also supported the development of fine and gross motor skills for pupils who have SEN and/or disabilities.
- Communal parts of the building are poorly maintained and classrooms are untidy. Displays are of poor quality and do not enhance pupils' learning.
- Although parents have confidence in the headteacher and said that they have seen marked improvements in the school, several parents would like to see improved communication between school and home. School leaders agree, and have planned for a weekly newsletter containing important dates and events to be sent to parents.

### Governance of the school

- Governance has improved since the last inspection. Governors are knowledgeable, committed and take an active part in the life of the school.
- Governors hold leaders to account and regularly request additional details before making important decisions.
- Training has raised the confidence and skills of governors. This has been particularly useful in helping them to challenge leaders on the progress made by different groups of pupils.
- Governors fulfil their statutory responsibilities, including the oversight of safeguarding.

School finance and expenditure are monitored carefully to ensure that funding is spent wisely.

- School leaders reported strong support and challenge from governors. A robust cycle of performance management holds all staff to account with a sharp focus on improving outcomes for pupils.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- This is a small school and all pupils are known as individuals. Close links are developed with families, and school leaders know their community well.
- All employment checks are in place. The site is secure and safe for pupils and staff. School staff are visible in the playground at the start and end of the school day.
- The designated safeguarding lead is well known to all staff. Procedures for reporting initial concerns and referrals are clearly understood. Records are detailed and well maintained, and leaders have a close working relationship with the local safeguarding children board.
- All staff are trained in keeping children safe and this is regularly updated. Staff understand the need to be aware of potential risks and they are knowledgeable about issues such as child sexual exploitation, children missing in education and female genital mutilation.
- The school calls the family home on the first day of absence to ensure that leaders always know that pupils are safe.

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

**Good**

- Teachers' subject knowledge is strengthened through effective professional development and training. Teachers use questioning effectively to encourage pupils to reflect on their work. This deepens pupils' understanding of their learning and addresses misconceptions in their work.
- Leaders track pupils' learning rigorously to ensure that all groups of pupils make good progress. This is particularly effective in raising the attainment of disadvantaged pupils and the most able pupils.
- Leaders and teachers use assessment information effectively to plan work that is well matched to pupils' abilities. Leaders have been successful in raising teachers' expectations of what pupils should be achieving by the end of each lesson and over time.
- The most able pupils are provided with sufficiently challenging work in lessons. Work in pupils' books shows that these pupils are working at greater depth than is usually expected. Pupils' outcomes show evidence of evaluation and reasoning to explain why things happen.
- Additional funds to support disadvantaged pupils are used effectively to provide additional teaching support. The impact of this can be seen through improved

outcomes, resulting in work of a similar standard to that of their peers.

- The progression of key skills in reading, writing and mathematics across year groups is strong. Pupils receive clear feedback on their work. Targets are set to address what they need to do next to improve their learning.
- The teaching of phonics is good. Pupils apply their knowledge of sounds and whole words to support their reading and writing development.
- Pupils are keen to write and to record their ideas. However, pupils require more opportunities to write independently and at length across a wide range of subjects.
- The teaching of mathematics is good. It enables pupils to make good progress across year groups. Pupils are confident with calculation and enjoy learning multiplication tables and number bonds. Older pupils are beginning to explain how number problems are solved. Pupils demonstrate a strong understanding of shapes and measurements.
- The support for pupils who have SEN and/or disabilities is effective. Pupils' needs are identified quickly and accurately, enabling additional support to be put in place. The impact of this support is tracked carefully to ensure that these pupils make good progress.
- Teaching assistants are deployed effectively. They support pupils' learning and have a positive impact on pupils' outcomes.
- Pupils enjoy reading and are keen to talk about their favourite books. However, opportunities for pupils to develop comprehension skills are not consistently effective.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils said that they are happy, safe and well cared for.
- Supervision in the playground and dining hall is effective and pupils know whom to go to for help. Pupils said they feel they are listened to and said that any issues that arise are dealt with appropriately.
- Scrutiny of the school's behaviour logs shows that incidents of poor behaviour are rare. When incidents do occur, these are dealt with effectively in partnership with parents.
- Leaders display a commitment to pupils' well-being. A range of therapeutic support is available to pupils who may be experiencing emotional upset. Parents reported that this level of care gives the school a family atmosphere.
- Pupils are encouraged to share their views about their learning through the school council. The school council listens to pupils' views to support school leaders in making changes that will improve the school further.
- Pupils' spiritual, moral, social and cultural development is supported well through the wider curriculum and assemblies. Pupils demonstrate respect for each other and celebrate the rich diversity of their community.

## Behaviour

- The behaviour of pupils is good.
- Pupils are enthusiastic, motivated and display positive attitudes to learning.
- In the majority of lessons, pupils are calm and work hard. Occasionally, pupils disengage and lose interest. This is usually when the work they are given is not sufficiently challenging.
- Staff work successfully to raise pupils' understanding and sensitivity to the needs of pupils who have SEN and/or disabilities. All pupils display respect, understanding and support for each other.
- School leaders work in close partnership with parents to improve attendance. Effective strategies are in place to meet the needs of vulnerable families, including those who travel a long distance to school. Rewards motivate pupils to have strong attendance and good punctuality.

## Outcomes for pupils

**Good**

- Improved teaching, higher expectations and a greater challenge for all pupils saw improved attainment in 2017.
- In 2017, the proportion of children who achieved a good level of development at the end of the Reception Year was above the national average. The proportion of pupils who achieved the expected standard in the Year 1 phonics screening check was also above average.
- In 2017, at the end of Year 2, pupils' attainment in reading was in line with the national average. Their achievements in writing and mathematics were above average.
- Last year, the proportion of pupils who achieved greater depth was below average. Work in current pupils' books demonstrates that the provision for the most able pupils is improving. Greater challenge in the teaching of the most able pupils is deepening pupils' understanding of their learning. Current school assessment information supports the evidence that pupils are making good progress in reading, writing and mathematics.
- Rigorous and robust monitoring of pupils' progress enables school leaders to spend additional funding effectively. Evidence in pupils' books shows that disadvantaged pupils make good progress in reading, writing and mathematics. All pupils know their targets and understand what they need to do next to improve their work.
- Pupils who have SEN and/or disabilities make good progress and are supported well by teaching assistants. The SEN coordinator has ensured that a wide range of additional support meets and extends pupils' individual learning needs.
- Pupils acquire and use phonic skills well in reading and writing, although extended writing across the curriculum is not as well developed. Visits to lessons, assessment information and work in pupils' books show that pupils make good progress in mathematics.
- Pupils enjoy a broad and balanced curriculum. Teachers provide regular opportunities

for pupils to develop scientific enquiry skills through classroom experiments. Pupils acquire knowledge and skills in a range of subjects, including geography and history.

## Early years provision

**Good**

- Leaders have an accurate understanding of the strengths in the early years and have clear priorities for further improvements. Leaders ensure that baseline assessments are accurate so that they are clear about children's starting points.
- The quality of teaching is good and children make good progress. Leaders track children's progress carefully to identify and address gaps in their learning. Children achieve well and the proportion of children who achieved a good level of development in 2017 was above the national average. Children are well prepared for Year 1.
- The teaching of phonics is good and children are encouraged to apply their knowledge of sounds to their writing. Leaders acknowledge that some children need further opportunities to extend their learning and to write independently and at greater length.
- Teachers promote children's mathematical understanding well. The teaching of early number, shapes and measures is consistently good. Adults model mathematical language effectively, including during practical activities. Staff support children's language and communication skills effectively.
- The outdoor and indoor provision supports children's personal, social and physical development well. The learning environment is attractive and offers a wide variety of opportunities for children to learn about the world around them.
- Children are happy and safe in a secure environment. They respond enthusiastically and behave well.

## School details

Unique reference number	102280
Local authority	Havering
Inspection number	10041964

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

Type of school	Infant
School category	Community
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Jason Crispin
Headteacher	Elizabeth Page
Telephone number	01708 447866
Website	<a href="http://www.langtonsinfant.com">www.langtonsinfant.com</a>
Email address	<a href="mailto:office@langtons-inf.havering.sch.uk">office@langtons-inf.havering.sch.uk</a>
Date of previous inspection	2 February 2016

## Information about this school

- Langtons Infants is smaller than the average-sized school.
- The headteacher took up her post in April 2017.
- There have been significant changes to the leadership team and to the governing body since the last inspection.
- The proportion of disadvantaged pupils is lower than the national average.
- Fewer pupils than average have SEN and/or disabilities.
- The majority of pupils are White British. The proportion of pupils who speak English as an additional language is in line with the national average.
- There is a breakfast club run by an external provider.



## Information about this inspection

- Inspectors visited each class, accompanied by senior leaders, to observe pupils' learning.
- Meetings were held with groups of pupils, governors and a representative from the local authority.
- A wide range of documentation on keeping children safe was scrutinised by inspectors. This included behaviour and attendance logs, staff training records and the school's single central record of staff suitability checks.
- Senior leaders met with inspectors to discuss the impact they are having on school improvement.
- Pupils' books were reviewed in every classroom to look at pupils' progress. Inspectors also looked at pupils' books alongside school leaders.
- Inspectors heard pupils read, observed phonics being taught and spoke to pupils about their understanding of the books they read.
- Inspectors spoke to parents in the playground and considered the 51 responses to Ofsted's online questionnaire, Parent View.
- Inspectors also took into consideration 30 responses from the pupils' survey and 35 staff questionnaires.

## Inspection team

Tom Canning, lead inspector	Ofsted Inspector
Joy Barter	Ofsted Inspector

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