

# Inspection of a good school: Church Langton Church of England Primary School

Stonton Road, Church Langton, Market Harborough, Leicestershire LE16 7SZ

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Inspection dates:

5 and 6 April 2022

## **Outcome**

Church Langton Church of England Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are proud of their school. They get on well with each other and staff. Pupils say that teachers help them to work hard and to remember what they have learned. One pupil summed up the views of others, saying: 'Teachers are kind and patient. They help you to remember things in different ways.' Another typical view was: 'Everyone here is really kind and caring.'

Leaders are ambitious for pupils. This is reflected in the school's values of compassion, endurance, forgiveness, friendship, thankfulness, trust and wisdom. Pupils understand these values and recognise their importance. Pupils are committed to the school's golden rule that you should 'treat everyone as you would like to be treated'.

Behaviour is good. Pupils are polite, courteous and respectful of one another. Pupils who need help to follow the school's rules are supported by their peers and staff.

Pupils make good use of the extensive range of enrichment and extra-curricular activities on offer. Pupils enjoyed their roles in the Easter play, singing with gusto. The school's brass band periodically performs for the school's community.

Pupils know what bullying is. They know the different forms that it can take. They know what to do should it occur. However, pupils say that bullying is very rare.

## **What does the school do well and what does it need to do better?**

The school's curriculum is broad and ambitious. It is well planned. It sets out what pupils will learn across all subjects, at each stage of their education. Teachers plan sequences of lessons that help pupils to build their knowledge incrementally over time. In most subjects, pupils remember what they have learned. They recall content quickly and accurately. However, in some subjects, curriculum plans do not make clear the most

important content that pupils should learn and remember. In these subjects, pupils do not consistently recall what they have learned.

Phonics is taught well. The phonics curriculum sets out the sounds that pupils should know at each stage of their education. Teachers make phonics lessons engaging and fun. Pupils remember the sounds that they have learned. They become fluent readers quickly.

Over time, pupils develop a love of reading. They read widely and often. They are motivated by the rewards that are on offer. They enjoy studying different genres in lessons. They enjoy listening to teachers read. However, the reading curriculum beyond phonics is not well sequenced. It sets out the end points pupils are expected to reach. It does not make clear what pupils should achieve at each point of the school year.

Children enjoy their time in the early years. They are happy and well looked after. The early years curriculum is well planned and sequenced. It makes clear what children should know and be able to do at each point of the Reception Year. All activities on offer are designed to help children to learn the curriculum. Children have enjoyed learning about their chicks that have recently hatched.

Pupils with special educational needs and/or disabilities get the help they need to learn the curriculum. The recently appointed, interim special educational needs and/or disabilities coordinator (SENCo) knows these pupils well. The plans that are in place for these pupils are concise. They show what progress is expected and set out how this will be measured.

The school provides a wide range of events and activities to enhance the curriculum. There are many opportunities for pupils to participate in extra-curricular activities. These include drumming, performing with the school's brass band and being part of an adventure club. Older pupils are proud of the many roles they play in school, such as well-being ambassadors, sports ambassadors and librarians. The work of the school council is highly regarded. Pupils proudly told the inspector how the school council had secured a climbing wall, the climbing dome and the buddy bench for the school grounds.

The school is well led and managed. Senior leaders have an accurate view of the school's strengths. They know what still needs to improve. Governors and trust leaders provide challenge and support effectively. Leaders regularly work with others in the trust to check the quality of their work. However, there are some inconsistencies in how well some subjects are led. Some middle leaders do not understand their role in planning a well-sequenced curriculum. Leaders are in the process of addressing this.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that safeguarding is given the highest priority at the school. Staff receive regular training and frequent reminders. Staff understand their safeguarding responsibilities and know what to do should a concern arise.

Pupils say that they feel safe. They know how to stay safe in a range of situations, including on roads, near water and online. Pupils know that they can talk to any adult in school if they have a worry or concern.

Leaders carry out regular and detailed checks to ensure that pupils are kept safe.

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

### **(Information for the school and appropriate authority)**

- The majority of the school's curriculum is well planned and sequenced. However, in some subjects, leaders have not identified the most important content that pupils should learn and remember. In these subjects, pupils do not consistently recall what they have learned. Leaders should ensure that planning, in all subjects, makes clear the most important things that pupils should know and remember over time.
- Beyond phonics, the reading curriculum is not well sequenced. It sets out the end points pupils are expected to reach but does not make clear what pupils should achieve at each point in the school year. This means that leaders are unable to check how effectively the curriculum is being implemented and learned. Leaders should ensure that the curriculum for reading beyond phonics sets out what pupils should know and do at each point of their education.
- There are some inconsistencies in how well subjects are led. Some middle leaders do not understand their role in planning a well-sequenced curriculum. Leaders should ensure that the role of the subject leader is consistently understood and results in pupils knowing and remembering more of the curriculum.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Church Langton Church of England Primary School, to be good in July 2017.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145203
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10228413
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The board of trustees
<b>Chair of trust</b>	Gillian Anne Weston
<b>Headteacher</b>	Stephen Roddy
<b>Website</b>	<a href="http://www.churchlangton.leics.sch.uk">http://www.churchlangton.leics.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Church Langton Church of England Primary School converted to become an academy school on 1 November 2017. When its predecessor school, Church Langton Church of England Primary School, was last inspected by Ofsted it was judged to be good overall.
- The school is part of the Diocese of Leicester. The most recent section 48 inspection of this Church of England school, which is an inspection of the school's religious character, took place on 29 November 2017. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation.
- The inspector held meetings with the headteacher, the acting head of school, curriculum leaders, and the SENCo.

- The inspector carried out deep dives in three subjects: reading, mathematics and geography. For each deep dive, the inspector met with subject leaders, visited lessons, looked at pupils' work and met with teachers and pupils. The inspector listened to pupils read and looked at curriculum documentation for the early years, science and design and technology.
- The inspector met with five governors, including the chair and vice chair. The inspector spoke with the chief executive officer of the Learn Academies Trust.
- The inspector took account of the 62 responses to the Ofsted Parent View survey and 44 written comments from parents. He also considered the 19 responses to Ofsted's staff survey.
- The inspector met with safeguarding leaders. He reviewed school documents relating to safeguarding and attendance.
- The inspector briefly visited a performance of the Easter play.

### **Inspection team**

Vic Wilkinson, lead inspector

Her Majesty's Inspector

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