

Inspection of Langenhoe Community Primary School

Bracken Way, Abberton, Colchester, Essex CO5 7PG

Inspection dates: 10 and 11 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Requires improvement
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What is it like to attend this school?

Langenhoe is a calm and happy place. Pupils and children in the early years enjoy coming to school. They develop strong relationships with staff. Pupils feel safe and trust adults to resolve problems quickly. From the outset, children in the Reception class learn the school's code of conduct for behaviour, so they behave with respect, kindness and courage. Pupils say that everyone is kind and that bullying happens rarely. They make good use of the school's support systems.

Pupils achieve well through the ambitious curriculum. Pupils who need extra help are well supported. In the early years, children quickly learn to read, so they are prepared effectively for the next stage of learning. Pupils enjoy opportunities to experience events, such as languages day and art weeks, where they can revisit learning. Pupils learn about other cultures, differences and diversity, which prepares them for the wider world.

Pupils are inquisitive and confident to be themselves. Pupils are encouraged to be individuals and celebrate that everyone is unique. The clear routines in place ensure that everyone moves calmly around the school. Pupils behave well and have a good attitude to learning.

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

Pupils and children in the early years benefit from a well-sequenced and ambitious curriculum that meets their needs. Leaders have high expectations for all pupils and pupils respond well to the challenge. Teachers have secure subject knowledge. They check what pupils have learned and revisit previous learning regularly. Most of the curriculum is taught in line with leaders' expectations. In a few cases, subject leaders have not been clear about their expectations. Teachers do not break learning down for pupils and teachers' checks on learning are not specific, so pupils develop gaps in knowledge as a result.

The curriculum, starting in the Reception class, ensures that children develop a wide range of vocabulary. Adults teach children how to talk, work and play with others. Children have meaningful learning experiences and deepen their understanding of the wider world. Pupils typically build new learning on what they already know as they move through the school. They do this effectively.

Leaders have made reading a priority. This begins in the early years to ensure that pupils can access the full curriculum. The focus on phonics ensures that pupils become fluent readers. Children leave the Reception class as confident readers, so they are well prepared for key stage 1. Pupils love reading. They talk confidently about books they like and dislike and the reasons why. Leaders have a strong focus on ensuring that all pupils keep up with learning in all areas of the curriculum, especially reading. They are quick to put support in place when needed.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Children in Reception have their needs identified quickly and staff support them skilfully. Leaders have a robust system for identifying pupils' needs. Adaptations to the curriculum, for example additional resources and adult support, help pupils to achieve well. They ensure that pupils get the help and support they need to be successful in their learning. Leaders ensure that pupils can access learning effectively from the outset. There are clear and well used processes in place to help pupils manage their feelings and behaviour.

Pupils are confident and enjoy their learning. Staff have high expectations and pupils have positive attitudes. Pupils behave well in lessons and around the school. From the Reception year, children know routines and behave well when playing with their peers and when completing activities. Pupils are enthusiastic as they share their learning successes with peers and adults. Pupils have a strong understanding of how to keep safe online and in real life. Pupils enjoy taking part in 'bike-ability' training and road safety sessions. They are well prepared for secondary school.

Pupils are taught about diversity, personal care, relationships and making healthy choices effectively. They are well prepared for life in modern Britain. Pupils enjoy attending clubs and having responsibility. Through school council, pupils make a positive contribution to school life. Pupils would welcome more opportunities to take on roles and responsibilities within the school.

Governors know their role, meet their statutory obligations and hold leaders to account. Governors work in partnership with school leaders to develop a clear strategic vision for improvement. Leaders and governors focus on the sustainability and future of the school, ensuring that pupils have what they need to learn effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors, ensure that keeping pupils safe is a priority. Leaders have established a strong culture of safeguarding. There are clear processes in place to manage and identify concerns. Staff are confident to spot and report concerns. Leaders refer to external agencies when needed to ensure that families have the correct support. Regular training ensures that all staff and governors keep up to date with local safeguarding concerns.

Pupils know about the online dangers and learn how to keep safe. Pupils report any concerns to adults. They feel safe and trust adults to deal with concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the knowledge and skills that pupils should learn clearly. As a result, teachers' checks on learning are not specific enough, so pupils have gaps in the knowledge that they need for future learning. Leaders must ensure that the knowledge that they want pupils to learn in each subject is precise enough so that teachers' checks on what pupils know and remember are detailed enough to help them to improve.
- Some subject leaders do not check regularly how effectively the curriculum is being taught. This means that some staff are not teaching the curriculum that pupils need to know for later learning as leaders intend. Leaders should ensure that teachers are implementing the curriculum plans as they intend.

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.

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

Unique reference number	114729
Local authority	Essex
Inspection number	10255110
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	133
Appropriate authority	The governing body
Chair	Bridget Mattack
Headteacher	Sarah Stevenson
Website	www.langenhoeprimaryschool.com
Dates of previous inspection	13 and 14 March 2019, under section 5 of the Education Act 2005

Information about this school

- Several members of the governing board have been appointed since the previous inspection.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, geography and science. For each deep dive, inspectors considered the design of the curriculum, spoke with subject leaders, visited lessons, scrutinised pupils' books, listened to children reading and spoke with teachers and pupils.
- The lead inspector spoke with the local authority effectiveness partner.

- To inspect safeguarding, meetings were held with the designated safeguarding lead, teachers and pupils. Inspectors also reviewed records, policies and documents relating to safeguarding.
- Inspectors spoke with governors and the leaders responsible for SEND and early years provision.
- To gather pupils' views, inspectors observed and spoke with pupils, including at breaktimes, and took account of the 36 responses to Ofsted's questionnaire for pupils.
- Inspectors reviewed the 41 responses and the 41 free-text comments submitted to Ofsted Parent View, Ofsted's online questionnaire for parents.
- The inspectors took account of the 21 responses to Ofsted's questionnaire for school staff.

Inspection team

Nerrissa Bear, lead inspector

His Majesty's Inspector

Tessa Holledge

His Majesty's Inspector

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