

# Inspection of a good school: Langshott Primary School

Smallfield Road, Langshott, Horley, Surrey RH6 9AU

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Inspection dates:

23 and 24 May 2023

## Outcome

Langshott Primary School continues to be a good school.

## What is it like to attend this school?

Pupils relish the many opportunities they have at this school. The school values help to build pupils' character well. Pupils buzzed with excitement describing how they had shown the school's learning behaviours on the recent Year 6 residential. They could explain how they had needed 'resilience' on the high rope courses and 'reciprocity' while competing in teams in laser tag.

Leaders have high expectations of pupils' behaviour. Pupils behave well and work hard. They are polite and enthusiastic. Pupils take great pride in the presentation of their work. They enjoy wearing the 'presentation crown' for making a special effort.

Disruptions to learning happen rarely. Pupils are not worried about bullying and feel safe in the school. Leaders listen to concerns seriously and take swift action to investigate any bullying claims. Pupils appreciate the 'worry boxes' in classrooms. They know that teachers check these regularly in case pupils post concerns.

Pupils love learning outside in the woodland areas. They speak fondly about learning how to make habitats for amphibians and building fires. Leaders make sure these lessons tie into what pupils need to learn precisely. For example, Year 5 pupils learn about dissolving, boiling and evaporation while making hot chocolate.

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

Leaders have designed an ambitious curriculum from the early years to Year 6. In each subject, leaders have identified the content and vocabulary that pupils should learn and remember. Leaders have thought carefully about the order in which pupils should learn the knowledge.

Pupils learn well in most subjects. In the stronger subjects, teachers design and deliver lessons that tie precisely to what it is that pupils need to learn. Teachers revisit learning often. They provide quizzes to check pupils have understood, and spot when pupils do not

quite understand well enough. Pupils receive the support that they need to overcome gaps in their learning. They recall small steps in learning well. For example, in physical education, pupils think carefully about their elbow, forearm and foot position when they throw overarm. They know how to make their throw better.

However, in a few subjects, leaders' clear vision is not always realised in how teachers deliver the intended learning. The activities they set do not always help pupils to learn the intended subject-specific knowledge. This means that pupils do not always learn as well as they could. Sometimes, in a small number of subjects, pupils do not remember well enough what they have learned. Leaders are fully aware of this. They have suitable plans in place to improve this aspect of the school's work. Governors are well informed about the quality of education in the school. This helps them to hold leaders to account effectively.

Pupils develop a love of reading. They quickly become fluent, confident readers. Teachers in early years introduce children to a wide range of stories and rhymes. This supports children with their early language and communication skills well. Leaders have recently introduced a new phonics scheme. They have trained all staff to teach phonics skilfully. Teachers make sure that pupils read books matched well to their phonic knowledge. Teachers use effective routine checks to identify those pupils who are falling behind. Staff provide useful support to help them catch up.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Staff identify pupils' needs quickly. Leaders support teachers to understand how best to adapt learning, where necessary, for pupils with SEND. However, this is still a work in progress. Sometimes, teachers provide work for pupils with SEND that limits their learning. As a result, pupils with SEND do not always learn as well as they could.

Leaders promote pupils' personal development well. Pupils understand what they should do to stay healthy. This includes learning about healthy relationships at an age-appropriate level. Pupils are proud to take on leadership roles. These include school council membership, sports crew and global ambassadors. They take their responsibilities seriously. For example, the school council is currently organising a non-uniform day to raise money for more playground equipment. Pupils value the enrichment activities available to them, including a range of trips and clubs such as martial arts and cooking.

Staff appreciate the consideration that leaders take to support their workload. Leaders' recent changes have made a big difference to staff. This does not lower the high expectations which permeate throughout all aspects of the school's work. Staff are proud to work at Langshott Primary.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders give safeguarding a high priority. Leaders provide high-quality training for staff to help them understand the clear safeguarding procedures. They know the signs to look out

for to identify pupils who may be at risk of harm. Leaders act on concerns diligently and swiftly.

'Stay safe' is one of the school rules. Leaders teach pupils how to be safe in a wide range of situations. A recent safety workshop has helped pupils to think carefully about the many dangers online. They know that not everyone online is who they say they are.

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

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

- In a few subjects, teachers do not deliver lessons that match leaders' curriculum intent closely enough. At times, staff do not effectively adapt their teaching for pupils with SEND. This means that some pupils do not learn subject-specific content as well as they could. Leaders should make sure that staff are trained to effectively teach the curriculum to enable all pupils, including those with SEND, to achieve consistently well.

## **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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 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.

## **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>	125104
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10242014
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	414
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andy Yule
<b>Headteacher</b>	Sarah Mackintosh
<b>Website</b>	<a href="http://www.langshott-surrey.co.uk">www.langshott-surrey.co.uk</a>
<b>Date of previous inspection</b>	13 and 14 September 2017, under section 5 of the Education Act 2005

## Information about this school

- At the time of the inspection, there was an acting deputy headteacher in role.
- Leaders do not currently use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector completed deep dives in these subjects: early reading, mathematics and physical education. She spoke to subject leaders about the curriculum, spoke to staff and pupils, visited lessons and looked at pupils' work. The inspector heard pupils read to an adult from the school. The inspector also spoke to leaders about the curriculum, visited lessons and looked at samples of pupils' work in some other subjects.
- The inspector met with senior leaders, staff and pupils. She also met with nine members of the governing body, including the chair.
- The inspector held a telephone call with a representative from the local authority.

- To inspect safeguarding, the inspector checked the single central record, reviewed safeguarding records, and spoke to leaders, staff and pupils. The inspector also discussed safeguarding with those responsible for governance.
- The inspector reviewed a range of documentation, including leaders' self-evaluation of the school and the school improvement plan.
- The inspector met with the leaders and staff to discuss the wider development of pupils, behaviour, well-being and workload.
- The inspector considered the responses to the online survey, Ofsted Parent View, and the free-text comments.
- The inspector also took account of responses from staff and pupils to Ofsted's online surveys.

### **Inspection team**

Lea Hannam, lead inspector

Ofsted Inspector

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