

Inspection of Langer Primary Academy

Langer Road, Felixstowe, Suffolk IP11 2HL

Inspection dates: 26 and 27 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Inadequate

The headteacher of this school is Toni Kittle. This school is part of Unity Schools Partnership multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tim Coulson, and overseen by a board of trustees, chaired by Christine Quinn.

What is it like to attend this school?

Pupils are proud of their school, and they achieve well. They know that adults want the very best for them, and they feel safe knowing there is always someone keeping an eye out for them. Help is at hand whenever they need it, whether with their learning or in the playground.

Care and kindness shine through. Pupils celebrate diversity and enjoy finding out about people who are different to themselves. This helps them understand evermore about the world around them, including the world beyond Felixstowe. Pupils benefit from the high-quality opportunities to broaden their experiences, such as singing at Snape Maltings and getting to know residents in the local care home.

Pupils generally behave well, both in class and as they move around the school. However, there are times when some pupils are disturbed too often by other pupils chatting in lessons.

The youngest children in the early years receive a high-quality education. They are well supported and guided in their first year in school. Children quickly learn to respect their classroom, playground and one another. Their time in the early years helps them to lay down firm foundations on which to build as they move through the school.

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

Leaders have brought about significant and sustained improvement since the previous inspection. Pupils receive the high quality of education, care and support they deserve.

The curriculum is ambitious for all pupils to achieve well, including disadvantaged pupils. The significant deficiencies of the past have been completely eradicated. Pupils learn well because they are taught new ideas and knowledge in a sensible order. In Reception, children learn the solid foundations they need to ensure they are ready for Year 1. This is the same for pupils with special educational needs and/or disabilities (SEND), who receive a rich and well-considered curriculum. Adults have a clear and accurate understanding of the needs of pupils with SEND. Pupils' academic and emotional needs are well met.

Reading is given high priority. The youngest children are immersed in stories, poems and songs. They learn many new words, and adults skilfully help them remember and use their ever-growing vocabulary. This means pupils are well placed to learn to read. Pupils are well supported to crack the reading code quickly and become fluent and confident readers. More widely, the reading curriculum for older pupils continues to be well designed. It puts ambitious texts at the heart and provides pupils with the opportunity to broaden their experiences of the wider world through books.

The school provides teachers with high-quality training to help them continually develop their practice. Teachers have the subject knowledge they need to correct a pupil if they misunderstand. On some occasions, teachers do not make the right adaptations to the curriculum to help pupils recap and revisit their learning. This means that, in some subjects, pupils do not develop the same depth and detail of knowledge as they do in others.

Pupils who need additional support to help them manage their behaviour receive much useful guidance. This is paying dividends as these pupils continue to improve how they behave. While this is the case, sometimes lessons can be disturbed by too much chatting. Adults do take action to stop this though.

The well-established and highly effective personal development programme provides pupils with opportunities to develop interests and talents along with experiencing opportunities they would not otherwise receive. Pupils learn about healthy relationships as well as looking after their own physical and mental well-being. Those who need additional, personalised support with their social and emotional needs receive the highest-quality support.

Children in the early years have many opportunities to explore their surroundings and use the wide range of equipment on offer. Adults skilfully limit the choice to ensure children are taught to use equipment well. Children share, take turns and show respect for their surroundings. While children have fun, adults know exactly what children should be learning. They step in at the right time to ask well-timed questions to move children's thinking on.

The local governing board (LGB) is a highly skilled and knowledgeable group. The trust board delegates much responsibility to the LGB, and the governors carry out their roles with great skill and determination. They make regular checks to ensure the school is doing all it can to provide the best for pupils. The LGB provides challenge and support in appropriate measures.

The school provides effective support for teachers and keeps a close eye on their workload. Staff are united in their approach to provide the best education they can for pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not make appropriate adaptations to activities that help pupils to revise and apply using the knowledge they have been taught. This means that pupils do not develop as deep and detailed knowledge in some subjects as they do in the rest of the curriculum. The school should ensure that

teachers consistently make appropriate choices about the activities they provide so that pupils develop a rich and detailed knowledge in these few remaining subjects.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138117
Local authority	Suffolk
Inspection number	10295048
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	126
Appropriate authority	Board of trustees
Chair of trust	Christine Quinn
CEO of the trust	Tim Coulson
Headteacher	Toni Kittle
Website	www.langerprimaryacademy.org
Dates of previous inspection	15 and 16 June 2021, under section 8 of the Education Act 2005

Information about this school

- The school is part of Unity Schools Partnership multi-academy trust. The school joined the trust very shortly before the school was judged inadequate in March 2020.
- The school use two registered alternative providers.

Information about this inspection

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

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to pupils from Years 1, 2 and 3 read to an adult.
- Inspectors held meetings with the headteacher and other leaders, including the special educational needs coordinator. The lead inspector met with the chief executive officer of the trust, the primary director from the trust and other trust leaders. The lead inspector also held a meeting with members of the local governing board.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team considered the views of parents shared through the Ofsted surveys. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.

Inspection team

Nathan Lowe, lead inspector

His Majesty's Inspector

Ryan Freeman

Ofsted Inspector

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