



Inspection report

# Langney Primary School

**Better  
education  
and care**

Unique Reference Number 114457  
LEA East Sussex

Inspection number 276039  
Inspection dates 27 and 28 June 2005  
Reporting inspector Mrs J Ward HMI

This inspection was carried out under section 3 of the School Inspections Act 1996 and was deemed a section 10 inspection under the same Act.

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Type of School	Primary	School address	Chailey Close
School category	Community		Eastbourne
Age range of pupils	3 to 11 years		East Sussex
			BN23 7EA
Gender of pupils	Mixed	Telephone number	01323 762177
Number on roll	332 full-time	Fax number	01323 760189
	36 part-time		
Appropriate authority	The governing body	Chair of governors	Mr R Howarth
Date of previous inspection	February 2004	Headteacher	Mr C Campbell

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Age group	Published	Reference no.
3 to 11 years	9 September 2005	276039

## Introduction

When Langney Primary School was inspected in February 2004, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Her Majesty's Inspectors of schools (HMI) subsequently visited the school on two occasions to monitor its progress, and reinspected the school in June 2005.

### Description of the school

Langney Primary School is situated in the coastal town of Eastbourne. Its pupils come in the main from the surrounding residential area. A significant proportion of the pupils enter the school with relatively poorly developed language skills. The proportion of pupils who are eligible for free school meals is above the national figure, as is the percentage of pupils identified as having special educational needs. There are 18 pupils for whom English is an additional language.

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## Overall effectiveness of the school

In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils.

Langney Primary School has been beset by difficulties for some time, largely as a result of staffing changes, and the school had been led by interim headteachers. However, since the appointment of the substantive headteacher, the school has been led and managed very well; he gives very clear educational direction to the work of the school. The school is providing a good education for its pupils. The youngest pupils make a very good start in the nursery and make good progress throughout the Foundation Stage. Standards at Key Stages 1 and 2 are rising, and the pupils are making good progress throughout the school. Levels of attainment have improved, but are below average, especially for the older pupils. The quality of teaching is good; some is very good and excellent. The pupils' attitudes and behaviour are good; they have become responsive and enthusiastic learners, are keen to come to school, and eager to take part in all the educational opportunities offered to them. The parents are responding to the school's open and inclusive approach well, and many now attend assemblies and consultation evenings.

### Improvement since the last inspection

Improvement since the inspection of February 2004 has been good. The school has addressed all the key issues from the inspection well. The leadership and management of the headteacher are very good; he is ably supported by the deputy headteacher. Governance is effective and the quality of the teaching and learning is good overall, with several very good features. Pupils are making good progress throughout the school and their levels of attainment are rising. The curriculum is broad and balanced, and there are many creative cross-curricular links being made between subjects. Progress on improving attendance has been good; levels of attendance have risen significantly.

### Capacity to improve

The school's capacity to improve is good. The headteacher and deputy headteacher are very skilled teachers, leaders and managers, and there is a strong team of teaching and support staff committed to further improvement. Monitoring and self-evaluation are well established and accurately inform the next steps for improvement. The staffing is being strengthened for the forthcoming academic year through the appointment of several experienced teachers.

## What the school should do to improve further

The key priorities for the school's development plan are to:

- continue to raise pupils' attainment throughout the school and eliminate underachievement;
- increase the proportion of teaching that is good or better;
- continue to develop the role of the subject co-ordinators to enable them to lead and manage their subjects and areas of responsibility;
- continue to develop the teachers' skills in using day-to-day assessment to set tasks which fully challenge all the pupils;
- develop further whole-school systems to monitor and evaluate the school's performance.

## Achievement and standards

Standards in English, mathematics and science are improving throughout the school. The pupils enter the school with poorly developed skills, especially in speaking and listening, and they are generally below average on entry. The quality of the education and the progress the pupils make throughout the school are good overall.

Standards in lessons reflect the improved levels attained in recent national tests and assessments. Most pupils have made at least good progress since September 2004. Pupils in Year 2 have made significant progress, as confirmed in the 2005 end-of-Key Stage 1 national test results. Eighty two per cent of pupils gained the target Level 2 or above in reading; 56 per cent gained Level 2 and above in 2004. Seventy-three per cent achieved Level 2 and above in writing and 85 per cent in mathematics, compared with 55 per cent and 73 per cent respectively in 2004. The school's scores for 2005 are close to the previous national averages. Pupils are now working closer to average levels in reading and mathematics, although there remains significant underachievement in writing.

The school's assessment data indicates that the pupils at Key Stage 2 have made sound progress overall; some classes have made significant progress throughout the year. The predictions for the end-of-Key Stage 2 test results in English and science show an improvement on those of 2004. The mathematics results are significantly improved; 73 per cent of pupils attained Level 4 or above. This is an increase of 14 percentage points on the school's 2004 figures and broadly in line with the national figure for 2004.

Standards in lessons were at or below expected levels for the ages of the pupils. The pupils' overall progress was good or very good in two thirds of lessons. The pupils made good progress in those lessons where the work was well matched to their individual needs and built securely on prior learning. Progress was also accelerated when the pupils' learning involved varied tasks; for example, in a Year 6 numeracy lesson and a Year 3 literacy lesson where the pupils engaged in reading, speaking and writing through a sequence of whole-class, paired and individual work. Overall, the gaps in the pupils' learning are being addressed through well-targeted teaching, and pupils' individual tracking records show secure evidence of the progress they are making. The remaining weaknesses in the pupils' attainment are in their writing skills and ability to record their findings accurately in different subjects.

Standards in information and communication technology (ICT) have improved considerably throughout the school and most pupils are achieving standards similar to age-related expectations. There is an increasingly good range of ICT experiences provided for the pupils.

Provision for pupils who have special educational needs is well organised and appropriately monitored. The progress they make is good and carefully recorded. The quality of these pupils' individual education plans is also good.

## Personal development

The school supports the pupils' personal development well. At the inspection of February 2004, when the school was made subject to special measures, there was some unsatisfactory behaviour in lessons and attendance was well below national averages. Behaviour has since improved significantly. In lessons it was never less than satisfactory; it was good in nine lessons and very good in six. Behaviour around the school and at break times was also good. The pupils reported that the school provided a safe and secure community for them; they have a new sense of pride in their school and were keen to talk about its strengths.

The numbers of days lost to exclusion has fallen. Six pupils have been excluded for fixed periods during this school year, as compared to 18 pupils, one of whom was excluded permanently, in the previous year.

Positive attitudes to learning are a consistent feature of the school: in many lessons the pupils arrived keen to learn and to make the most of what the teachers had to offer. The pupils adhered to classroom routines for the organisation of equipment and responded well to teachers' instructions. Relationships between the pupils, and between the pupils and the staff, were good. On occasions there was some low-level restlessness in lessons but only where the teaching was uninteresting. Many of the pupils worked well in groups, co-operating sensibly.

The school has taken effective measures to encourage the pupils to attend regularly. Attendance has improved significantly to stand, in line with national figures, at an average of 94.5 per cent for this school year to date. Punctuality to school and to lessons is good.

The pupils have good opportunities to contribute to the school community; for example, through the school council. The pupils' views are heard and most are responded to rapidly. Those pupils in positions of responsibility are enthusiastic about their roles in helping others. The provision for the pupils' spiritual and cultural development is good; that for their moral and social development is very good. Daily assemblies offer well-planned and stimulating opportunities for the pupils to reflect on a range of local, national and international issues; assemblies are a strength of the provision for the pupils' social development.

The school's provision for the pupils' welfare is very good and the teachers know the pupils well. Day-to-day illness and other personal issues are well managed. The school has a harmonious ethos and the pupils are confident in knowing they are well cared-for.

## Quality of provision

The quality of education is good overall; in about two thirds of the lessons the teaching was good or very good. The teachers plan in appropriate detail, use resources effectively and organise their classrooms well. The learning environment in the classrooms and around the school is a major strength, with many stimulating displays of pupils' work in corridors and classroom walls. In the best lessons, the teachers use pupils' work to model objectives and to set high expectations. The programme of support and guidance for all teachers has been a key factor in the considerable improvements in the quality of the teaching and learning.

Assessment procedures are a growing strength. The co-ordinator provides strong leadership and knows how to develop assessment further. The teachers systematically record the pupils' attainment in accordance with a well-considered assessment framework for the Foundation Stage and for literacy and numeracy at Key Stages 1 and 2. Assessment information is used to set targets for individual pupils and to track their progress. In part these procedures are effective in identifying underachievement from one term to the next; however, the school does not yet set end-of-Key Stage targets to support the identification of long-term underachievement, nor do staff yet compare the targets set with those in similar schools to ensure they are challenging. The analysis of patterns in the pupils' achievement in literacy and numeracy, together with scrutinies of work and planning, is beginning to be used to inform developments in provision. Procedures for assessment in areas of the curriculum other than literacy and numeracy are

underdeveloped. Marking of books is regular and informative. The pupils had a good awareness of what they needed to do to improve their work in the short term, especially in literacy and numeracy. They were aware of overall class targets but some were unsure of their individual target levels.

Intensive work has gone into planning the curriculum, determining school policies, providing in-service training for teachers and establishing a number of effective monitoring procedures. The headteacher's evaluation of teaching, through teachers' plans and from regular classroom observations, is now well established and accurately identifies the key points to enable the teachers to improve the quality of their lessons.

The school looks after the pupils well; appropriate arrangements are made for their health, safety and well-being. The pupils have ready access to adults, in whom they have confidence. Daily supervision is good and the school seeks to include all the pupils from the community it serves.

## Leadership and management

The headteacher is a very good leader and an excellent manager; he has very effectively led the staff in implementing the school's action plan at a brisk rate. His leadership and management have been both strong and sensitive; he has very successfully developed a team of teaching and support staff who are committed to the school's further improvement, including a sharp focus on pupils' learning and achievement.

The deputy headteacher is a very able teacher and an excellent role model for training all the staff in how to enable pupils to learn. She has developed her role well and is an effective manager of assessment, recording and reporting throughout the school. The subject co-ordinators are improving their skills in leading and managing their subjects; some have made sound progress in understanding their roles as managers throughout the school, rather than in specific key stages.

The governors have a secure understanding of their roles and responsibilities. The chair and chairs of committees work well together, and they have focused their fellow governors on school improvement. The governors evaluate the school's strengths and weaknesses, including interpreting and analysing performance data.

The LEA ensured that there were experienced temporary headteachers placed in the school before the appointment of the substantive headteacher. There has been good financial support for the school, and guidance for the headteacher and governors on several staffing and recruitment issues, and for the core subject managers from the relevant personnel. The LEA has confirmed that the school will continue to receive a high level of support during the forthcoming year.

## Appendix – Information about the inspection

Langney Primary School was inspected by HMI in February 2004. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

The school was visited by HMI in October 2004 and in January 2005 to assess the progress it was making to implement its action plan and address the key issues in the inspection report of February 2004.

In June 2005, two HMI returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, and was also deemed a section 10 inspection under the same Act.

Seventeen lessons or parts of lessons and one assembly were inspected. The pupils' conduct was observed around the school and on the playground at break and lunchtimes, and samples of their work were inspected. Discussions were held with the headteacher, the deputy headteacher, representatives from the governors, including the chair, and informally with other staff. A wide range of the school's documentation was scrutinised. Account was taken of the evidence from previous monitoring inspections.

The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and areas for improvement in the inspection report of February 2004 and the action plan prepared by the governing body to address those key issues.



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