



Langenhoe Community Primary School

Inspection Report

Unique Reference Number 114729
LEA ESSEX LEA
Inspection number 282935
Inspection dates 24 November 2005 to 25 November 2005
Reporting inspector Mr. Keith Gilbert LI

This inspection was carried out under section 8 of the Education Act 2005 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 5 inspection under the same Act.

Type of school	Primary	School address	Bracken Way
School category	Community		CO5 7PG
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01206735267
Number on roll	111	Fax number	01206735056
Appropriate authority	The governing body	Chair of governors	Mr. Alan Frost
Date of previous inspection	24 November 2003	Headteacher	Mrs. Melanie Vine

Age group	Inspection dates	Inspection number
4 to 11	24 November 2005 - 25 November 2005	282935

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Langenhoe Community Primary School is a modern, rural school situated four miles to the south of Colchester. The attractive buildings are set in an extensive site, including a two acre wildlife teaching area. With 115 pupils on roll, the large majority of White British heritage, the school is smaller than most primary schools. The pupils, aged between four and eleven, are grouped into five mixed-age classes. The home circumstances of the pupils vary, but overall they are generally more favourable than average, and few pupils are entitled to free school meals. The proportion of pupils identified as having learning difficulties and disabilities and those with a Statement of Special Educational Need is well below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

In accordance with section 13(4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures. Langenhoe Community Primary School is now a good school. The teaching has improved significantly with all of the lessons observed being at least satisfactory and nearly two thirds good or outstanding. This quality of teaching effectively challenges the pupils and helps them achieve well. Pupils reach high academic and personal standards by Year 6, although some gaps in their knowledge and their understanding of concepts in mathematics and science remain a legacy of past poor teaching. The pupils start in Reception with broadly average standards and make good progress, reaching levels which match and often exceed those expected nationally by Year 2. The headteacher, who is an effective leader and manager, and her recently appointed deputy, have a clear idea of the strengths and the areas for improvement. The pupils and their welfare have been central in the planning for improvement, and now all aspects of this are good. The behaviour of the pupils and their attitudes to their learning are good; they feel safe and approach their learning with confidence. Parents show overwhelming support for the school's work. The curriculum is broad and suitably balanced and meets all of the national requirements; the teaching of information and communication technology (ICT) has improved over the past year but further emphasis on this area of the curriculum is planned. Governors make a good contribution to the successful leadership and management of the school, also providing a suitable balance between giving support and ensuring the school meets its targets. The school provides good care, guidance and support, and the pupils mix in a calm and tolerant atmosphere. Considering the improvements made over the last two years, the school is now giving good value for money.

What the school should do to improve further

- Ensure that strengths in the teaching are shared, so that all of the teaching matches the best.
- Raise standards of mathematics and science at Key Stage 2.
- Improve the teaching of ICT through more effective whole-school coordination.

Achievement and standards

Grade: 2

Achievement is good overall. Pupils start the school with standards that are about average. In the Reception class they show this by their ability to concentrate on their work, co-operate with each other and show enjoyment. They make good progress towards the learning goals that are set nationally for children of this age. This is due to teaching that is well organised and which challenges all of the pupils. Progress is good in other years too because teaching is well planned and builds upon earlier learning to enable the pupils to reach challenging targets. The latest National Curriculum test results for Year 2 were good, particularly in reading and mathematics, where all pupils reached the expected level and almost half attained the higher Level

3. This was also the case for the teachers' assessments for science. These results were well above the national average and the school's targets. However, results in writing were below the national average, with only about three quarters of pupils reaching the expected standard and less than a third the higher level. The school has worked hard to address this situation and it is now evident that the pupils in Key Stage 1 are making at least satisfactory progress, with many making good progress, and that the standards of most of the pupils are significantly higher than last year. The Year 6 test results for 2005 were an improvement on those of 2004, especially in English, with all of the pupils gaining the expected Level 4 and two thirds gaining Level 5. Although the mathematics results were below the national average, the proportion reaching the higher Level 5, just over a third, was above average; in science, three quarters gained Level 4 and above. There is no major variation in the achievement of different groups. Important factors in the good achievement of those with learning difficulties and disabilities are the quality of plans for meeting specific needs and the specialised resources.

Personal development and well-being

Grade: 2

The inspector agrees with the school's assessment that the pupils' spiritual, moral, social and cultural development is good. There is a good range of events to extend this development and enhance their work in history and music. The school has succeeded very well in improving multicultural development, which was found to be a weakness in the past, in particular through their link with a Ugandan school. Pupils are very clear about the importance of a healthy lifestyle through effective teaching in PSHE, science and physical education. They know about the safety procedures for physical education emphasised through the coaching received from a local soccer club and joint ventures with other schools. Healthy eating is emphasised in many areas of the curriculum, supported by the excellent meals at lunchtime and the healthy snacks available at break times, all cooked on the premises by the school's own caterer. There is a warm and welcoming atmosphere in the school. The pupils respond well to this, behaving well in lessons and around the school; they work hard during lessons, maintaining high levels of concentration. Attendance is good, although the punctuality of a small number of pupils at the start of the day needs improving. Pupils have many opportunities to contribute to life in the community. They raise money for charities and present concerts for parents and friends. The school council makes a positive contribution to school life. They regularly consult classmates and organize meetings using agendas and minutes. Pupils greatly value having this extra responsibility and really enjoy helping others. This stands them in good stead for their future education and economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching was satisfactory or better in all 12 of the lessons observed; in six of the lessons the teaching was good and in one it was outstanding. All of the lessons that were judged to be satisfactory had good features. Learning objectives were shared with the pupils and were referred to during concluding plenary sessions to evaluate the learning that had taken place. The teachers used the recently installed interactive whiteboards effectively to stimulate the pupils and to speedily move from information to task. Regular assessments were used to ensure that the pupils were challenged appropriately and that tasks and activities could then be targeted at specific needs. The marking of exercise books is thorough and useful comments are made to direct the pupils towards improvements. The teachers' presentation was generally lively and engaging and relationships were of good quality. There were examples of skilled questioning, targeting from time to time the more diffident pupils, rather than taking answers from those that were more confident. There was good practice among learning support assistants with some effective interventions assisting pupils while they developed ideas and concepts.

Curriculum and other activities

Grade: 2

The school's curriculum is broad and suitably balanced, meeting all of the national requirements. There is an appropriate emphasis on English, mathematics and science. Long-term plans outline the content of the curriculum for each term. Schemes of work support the effective short-term planning and provide assurance that the pupils are receiving the experiences to which they are entitled. There is recognition in the school that further work is required on ICT and physical education; music is taught by a peripatetic music teacher. The school organises a good range of extracurricular activities, which encourages the pupils to take part in competitive sport, to develop their skills in music, and to participate in community and fund-raising events. Pupils in Years 4, 5 and 6 are to be given the opportunity to attend a residential activity later this year, and all classes make educational visits to places of interest linked to the curriculum. Homework is used well to reinforce and extend the pupils' learning. The school environment helps to support the curriculum, with areas for science and design and technology in particular. The modifications and decoration of classrooms and the purchase of new furniture and equipment has enhanced the learning opportunities. Display around the school and in classrooms is good and suitably stimulates, challenges and celebrates the efforts of the pupils.

Care, guidance and support

Grade: 2

The school is very caring and pupils feel happy and secure. From the time they start school, their personal needs are well catered for. Child protection procedures are in place and staff are fully informed about these at the start of the school year. Risk assessments are undertaken for all off-site activities and regular school safety checks are undertaken. The school makes good use of external agencies to ensure that all pupils achieve as well as they can. Pupils are confident that they can approach any member of staff if they have any worries. The school keeps good records of pupils' progress and uses these effectively. There are good links with other schools to ensure effective support and opportunity for all groups; for example, through sporting events and competitions.

Leadership and management

Grade: 2

The headteacher has done much to guide the school successfully over the past two years, including meeting the challenges of teacher recruitment and staff absence and the need to raise standards and to improve the quality of teaching. With her deputy headteacher, who joined the school in January 2005, she has worked with coordinators to evaluate and raise standards. The commitment and enthusiasm of the new leadership team are infectious and are driving the school forward in terms of standards and provision. They have formed a cohesive team of staff who are keen to improve their own practice for the benefit of the pupils. This is no mean feat, considering that most of the staff are relatively new. Improvements over the past year have been rapid, in terms of raising standards and in developing the pupils' independence and initiative. Non-teaching staff are well managed by the headteacher and they have contributed collectively and independently to the progress that has been made. The school is well-placed to continue to make good improvement in the future. A detailed school improvement plan is in place based on agreed priorities and discussion between staff and governors, and the associated self-evaluation form has been placed on the web. These documents give a clear indication of the school's skills of self evaluation and knowledge of practices and processes to stimulate improvement. The local authority's school improvement adviser has made a valuable contribution, supporting the headteacher and meeting regularly with governors. Governors make a good contribution to the life of the school. They are well organised and successful in balancing support for the school with the need to challenge and question.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being welcoming and helpful when I came to inspect your school recently. I very much enjoyed talking with you, watching you working with your teachers and speaking with them about your progress at school. As you know, your school has required special measures over the last two years to help it provide a better standard of education for you. Your teachers have worked hard to make the improvements that were necessary and I feel that the quality of teaching and your learning has got much better. I am pleased to tell you that I believe your school is now a good school. I was especially pleased with these things: - The hard work of your headteacher in making the improvements we all can now see. - The good quality of your work. - Your teachers give you interesting and suitably challenging work in lessons. - You behave well, work hard and listen carefully to your teachers. This really helps you succeed at school. - Members of your school council do a brilliant job! They help all children have a say in the running of your school. - Your teachers, the other adults in the school and your governors look after you carefully. They make sure that you get help if you need it. There are still some things I feel that the school could do better. Your results in tests and examinations were good last year, but there is still some extra effort needed. Teachers are also going to be helping each other in a variety of ways, just as you help one another with your work. I look forward to hearing of the further successes of your school.