



# Langley Moor Primary School

## Inspection Report

**Unique Reference Number** 114120  
**Local Authority** Durham  
**Inspection number** 289810  
**Inspection dates** 27–28 September 2006  
**Reporting inspector** Tom Grieveson HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Brandon Lane
<b>School category</b>	Community		Langley Moor, Durham
<b>Age range of pupils</b>	4–11		County Durham, DH7 8LL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 3780103
<b>Number on roll (school)</b>	206	<b>Fax number</b>	0191 3780098
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Father Peter Brown
		<b>Headteacher</b>	Mr Michael Pritchard
<b>Date of previous school inspection</b>	1 March 2001		

<b>Age group</b> 4–11	<b>Inspection dates</b> 27–28 September 2006	<b>Inspection number</b> 289810
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

Langley Moor Primary is a smaller than average size school which serves the Langley Moor, Brandon and Meadowfield areas to the west of Durham City. The proportion of pupils eligible for free school meals is below the national average but is increasing. Most pupils are White British with a small percentage from other ethnic groups and there are very few pupils who are from households where English is not the first language. Just less than one-fifth of the pupils have additional learning difficulties and/or disabilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Langley Moor Primary is a good and improving school which excels in the care, guidance and support it provides for pupils and in the way it promotes their personal development and well-being.

The school enjoys the confidence of the great majority of its parents. Leadership and management are good. The headteacher's skilful and determined leadership has maintained a secure focus on raising standards and this has ensured that progress since the previous inspection has been good. He is ably supported by an effective and hard working staff team and a dedicated governing body, which provides an appropriate balance of challenge and support to promote continued improvement. The school has an accurate understanding of its strengths and where it needs to do better because its monitoring procedures are robust. Suitable actions are taken to improve matters. The school's capacity for further improvement is good.

The school has successfully maintained high standards over recent years at both Key Stages 1 and 2. The large majority of pupils, including those with learning difficulties and/or disabilities, make good progress. Teaching is predominantly good. In the vast majority of lessons, teachers make careful use of the school's accurate assessment information to provide well designed activities which meets the needs of pupils and effectively supports their learning.

Children in the Reception class have settled quickly and are making satisfactory progress in most areas. They are confident and secure in their surroundings and undertake tasks with enthusiasm. The majority of work provided for pupils is well planned and offers a broad range of suitable experiences which helps them learn. On occasions however, some activities pupils are given do not provide enough opportunities for them to develop important literacy skills.

Pupils demonstrate exemplary attitudes towards their work. Their behaviour and the manner in which they work with other pupils is outstanding. Relationships are extremely positive and truly reflect the school's desire to demonstrate respect towards all members of the school community. Pupils willingly accept responsibility and take great pride in their achievements. They recognise that staff provide them with high quality guidance and support. They respond well to the advice which they receive and this helps them to improve. The school provides excellent care for pupils. Safety procedures are robust and consistently carried out. Pupils are confident in their surroundings and this provides a secure platform to support their learning.

The school provides good value for money.

### What the school should do to improve further

- Ensure that all staff use the school's very good assessment system effectively to plan work which meets the learning needs of all pupils.

## Achievement and standards

### Grade: 2

Children enter the Reception class with standards which are just below those seen nationally and they make satisfactory progress. In previous years however, children have made good progress in the development of their communication and literacy skills. Staff in the current Reception class are working hard to provide a suitable range of experiences for children and to make the most of the limited space available. However, not all activities which are currently provided develop children's knowledge and skills as well as they should. For example, too much reliance is placed on commercially produced worksheets which do not provide enough opportunities for children to develop important writing skills.

At both Key Stages 1 and 2, pupils make good progress and achieve standards which are consistently above the national average and in some years they have been significantly higher. This has occurred because of the school's clear determination to improve standards, its rigorous monitoring procedures and teaching that is predominantly good. At Key Stage 1, for example, the school has been particularly successful in enabling a greater number of pupils to achieve an above average standard for their age in both reading and mathematics. At Key Stage 2 a greater proportion of pupils have reached higher levels in English, mathematics and science. Most teachers make good use of assessment information to plan precisely for the needs of pupils. Activities are challenging and generate interest. Pupils enjoy their learning and strive to do well. These factors combine well to promote effective learning. In a minority of cases, although teachers understand pupils' needs, the provision they make does not sufficiently cater for them. Consequently some less able pupils do not achieve as well as they should.

## Personal development and well-being

### Grade: 1

Pupils' personal development and well-being are outstanding and more than meet the high expectations set for them by the school. Pupils' behaviour in classes and around the school is exemplary. They take responsibility for their actions, are keen to learn and show consideration for their teachers and each other. Older pupils in particular demonstrate excellent care and consideration towards the younger ones. The large majority of pupils are committed to the healthy lifestyle position adopted by the school. A minority however, find this difficult particularly in their choice of packed lunch. Pupils are fully involved in the establishment of class rules. This helps them to understand their part in maintaining good behaviour and in accepting responsibility for their own actions. Pupils' spiritual, moral, social and cultural development is outstanding. They demonstrate a clear understanding of right and wrong and this is reflected in their discussions with staff and in their actions. Pupils' support for charity fundraising is noteworthy and they talk convincingly about why they support particular causes. Pupils elected to the school council take their role seriously. This enables them to influence school decision making and to offer a positive contribution to school life

in general. Attendance is satisfactory but improving, and pupils arrive on time and are eager to learn.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is predominantly good and this enables the large majority of pupils to make good progress and achieve well. A key feature of the school is the manner in which teachers foster pupils' interest in lessons and create a strong desire to learn. Teachers use their good subject knowledge well to enthuse and engage pupils' in lessons. Effective planning and preparation is underpinned by a detailed understanding of pupils' needs ensuring that in most instances work is well targeted. In these lessons pupils enjoy their learning and make good progress. They enjoy taking responsibility and work outstandingly well with others to complete tasks.

Support staff work effectively with those pupils who require additional help. They show great care and interest in the pupils. Relationships are strong and this helps to develop pupils' confidence and engenders a willingness in them to tackle challenges and to work hard.

In a small number of lessons observed during the inspection, assessment information was not used well enough to plan learning. Activities did not match pupils' capabilities sufficiently and appropriate support for the less able was not provided. Consequently, these pupils did not make as much progress as they could have done.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum provided for all pupils, including those with learning difficulties and/or disabilities, is good and meets all statutory requirements. Due emphasis is given to the development of basic skills. The curriculum is enriched by a variety of activities including French, which is supported by staff from the local Specialist Language College. There is an extensive programme of after-school clubs including, sport, music, board games and information and communication technology (ICT). A strong feature of the school's extended curricular provision is the link with the local leisure centre. This very effective support for the development of physical education and sport is successfully extending access to additional facilities and expertise for the older pupils.

### **Care, guidance and support**

#### **Grade: 1**

Parents appreciate the excellent care, guidance and support which the school provides. Arrangements for safeguarding pupils are well established and effective and are suitably on course to meet new national guidelines. Systems are in place to deal with risk assessment, accidents and emergencies. All pupils, including the most vulnerable are

looked after by dedicated staff who exhibit a high degree of care and concern for their safety. Guidance and support for pupils is excellent. This is reflected in the very good practice which teachers demonstrate in their approach to target-setting, the marking of pupils' work and the manner in which they track pupils' progress. Consequently, pupils are very clear about what they have to do to improve.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher, senior staff and governors provide clear strategic direction focused on achieving high standards for all pupils. Self-evaluation procedures are rigorous and provide an accurate assessment of the school's strengths and where it needs to improve. The management plan is targeted accurately on those areas requiring further improvement and is regularly reviewed. Governors show loyalty to the school and a commitment to improve its performance. They work successfully alongside the leadership team to ensure this occurs. Governors are active in monitoring the school's performance through the link visit programme. They also receive timely and accurate reports from staff as the basis for making informed decisions. Financial management is good. Spending decisions reflect improvement priorities well, although the school spends heavily on the upkeep of the building. Nonetheless, despite its age, the building is well maintained.

The location of the Reception class however causes daily disruption to the curriculum because of difficulties in accessing the toilet facilities. Furthermore, the lack of a covered outside learning space limits provision for Reception age children during periods of inclement weather.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

The Pupils

Langley Moor Primary School

Brandon Lane

Langley Moor

Durham

County Durham

DH7 8LL

29 September 2006

Dear Pupils

As you know, we spent two days inspecting your school on the 27th and 28th September 2006. The report has now been completed and I would like to tell you about what it contains.

Firstly, let me thank you on behalf of Mr Pattinson and myself for making us so welcome during our time at Langley Moor. You were very helpful in providing information, which showed how pleased you are to attend your school and how much you enjoy your education. Your behaviour and the hard work which you showed in lessons were excellent. Well done, you are a credit to your school.

Langley Moor Primary is a good school but it does excellent things also. In particular, the staff at Langley Moor provide you with excellent support to help you develop personally as people and in the way in which they guide and support you and care for you. All the staff work hard to help you learn and they do it very well. The standards which you achieve are high and this is the result of hard work by both you and the staff.

The fundraising you take part in to support worthy causes shows you are caring people who want to help others. You are responsible and show great care when moving around your school so as not to injure other people. This shows you are very responsible. You take a good part in the life of the school and join in many things. You told us in particular how much you enjoy all the after school activities which are provided for you. Your school council does a very good job on your behalf and the headteacher values what it has to say.

We have asked Mr Pritchard, the staff and governors to improve the way they use the information they have about you to make sure that the work you receive is always exactly right for you. In most cases it already is. Perhaps you could think of ways in which you could help them do this.

I should be grateful if you would thank your parents for all the very useful information which they provided. They clearly like your school and consider that it is doing well. They are right to think so.

Thank you once again for making our visit to Langley Moor so enjoyable. Please accept my very best wishes for the future.

Yours sincerely

Tom Grieveson

Her Majesty's Inspector