

# Langney Primary School

## Inspection report

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<b>Unique Reference Number</b>	114457
<b>Local Authority</b>	East Sussex
<b>Inspection number</b>	289922
<b>Inspection dates</b>	4–5 July 2007
<b>Reporting inspector</b>	Jacque Buttriss

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	388
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roger Howarth
<b>Headteacher</b>	Darren Vallier
<b>Date of previous school inspection</b>	27 June 2005
<b>School address</b>	Chailey Close Eastbourne BN23 7EA
<b>Telephone number</b>	01323 762177
<b>Fax number</b>	01323 760189

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average school which includes a funded nursery unit. The school is situated in a relatively deprived area of mixed housing. The proportion of pupils who take free school meals is above average. There is an average proportion of pupils with learning difficulties. There are fewer pupils from ethnic minorities than is usual. A new headteacher was appointed in April 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school which is demonstrating improvement. Pupils achieve well to reach standards which are above average when they leave in Year 6. Nursery and Reception children make good progress from low attainment on entry and achieve well.

Pupils' personal development and well-being are good. There are good opportunities for them to take on responsibility and develop independence in their learning from Reception onwards. Pupils feel safe and take part in healthy activities. They enjoy school and have positive attitudes. Behaviour is good. The school council ensures that pupils have a voice in improving their school. Good acquisition of basic and social skills ensures that pupils are well prepared for economic success in their future lives. However, they do not have many first-hand opportunities to experience other cultures in the United Kingdom or abroad.

Teaching is generally good. It is outstanding in all the Foundation Stage classes and sometimes in Key Stage 2. However, in Key Stage 1, teachers do not have sufficiently high expectations and work is not always well matched to pupils' needs. As a result, pupils' progress in Years 1 and 2, while satisfactory, is slower than in the rest of the school. The curriculum is good, with outstanding provision in the Nursery and Reception classes. A good variety of activities and links enriches the curriculum, and creative links between subjects ensure that learning is relevant. However, the school is planning to review this provision to ensure the best balance between academic and creative learning. Care, guidance and support are good. This school takes outstanding care of all its pupils. Teachers and teaching assistants provide very good support for pupils with learning difficulties and ensure effective challenge for those who are more able in Key Stage 2.

Leadership and management are good. Strong teamwork, together with clear direction and a shared vision, leads a strong forward momentum in the school's improvement. For example, as a result of good self-evaluation, recent initiatives have successfully driven up standards in Key Stage 2 and this demonstrates the school's good capacity to improve. Quality and standards in the Foundation Stage are outstanding. Children in the Nursery and Reception classes have an excellent start to their education. The school has deservedly regained its good reputation in the community and parents are overwhelmingly supportive. 'The school has improved greatly over the past two years,' commented one parent. 'My children are both happy and make good progress,' said another.

### What the school should do to improve further

- Raise teachers' expectations of what pupils can do in Key Stage 1 in order to improve the quality of teaching and raise pupils' achievement.
- Increase pupils' multicultural awareness by providing them with first-hand experience of other cultures.

## Achievement and standards

### Grade: 2

Attainment on entry to the school is well below average and children make good progress in both the Nursery and Reception classes. By Year 1, standards are generally still below average but they are in line with the national average in language and literacy. At the end of Year 2,

standards were below average in national tests, but within the average range during the inspection. Achievement in Key Stage 1 is satisfactory.

Pupils across Key Stage 2 make outstanding progress and, by the end of Year 6, standards are above national averages and pupils exceed challenging targets in all subjects. This represents excellent achievement. However, progress in writing, which has been a priority for improvement, is still slow across the school. Pupils with learning difficulties and/or disabilities make satisfactory progress at Key Stage 1 and outstanding progress across Key Stage 2, achieving above-average standards for this group by the end of Year 6.

## **Personal development and well-being**

### **Grade: 2**

When starting in the Reception class, the personal development of many children is below average for their age. However, they soon become confident, caring and thoughtful young people. Pupils play safely and are keen to talk about the need for healthy eating. They very much enjoy coming to school and have positive attitudes to their learning. Behaviour is good. Pupils' attendance is satisfactory and there have been no exclusions this year. Spiritual, moral, social and cultural development is good but there are few opportunities to meet and talk to people from other cultures.

Pupils are friendly, cheerful and respectful to each other and relationships are good throughout the school. They are always keen to accept responsibility and use their initiative. 'It's well fun being monitors,' said one older pupil. The school council is a useful forum for pupils' views and ideas for future projects, but it doesn't have a budget. Pupils are generous of spirit, contributing to good causes at home and abroad. The comprehensive programme for personal, social and health education and the good grounding in a range of basic skills means that pupils are well prepared for success in their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Children in the Nursery and Reception classes have an excellent start to their school life, with outstanding teaching and a stimulating variety of learning experiences. Teaching is good across Key Stage 2 and satisfactory in Years 1 and 2. Teachers in Reception and Years 3 to 6 have high expectations of their pupils but this is not generally the case in Years 1 and 2, where the pace of learning is slower. Teachers' very good relationships with their pupils and effective management of their behaviour ensure that they are well motivated and keen to learn. Most teachers continually assess pupils' progress to ensure that lessons provide the necessary challenge to move pupils' learning forward. When this is not the case, pupils are not always clear what they need to do to move to the next level in their learning. Although, in some classes, pupils benefit from good marking that gives them clear guidance on what they need to do next to improve their work, this is not consistent across all year groups. Teachers and teaching assistants work well together to ensure that pupils with learning difficulties and/or disabilities receive very good support and make good progress.

## Curriculum and other activities

### Grade: 2

The school has adopted a creative approach to curricular planning, linking subjects together into learning projects, which ensures that lessons are interesting and relevant. The school has correctly identified the need to develop this approach further to ensure a balance of academic and creative skills. Pupils are increasingly involved in shaping the curriculum and assessing their own learning. A good range of clubs, activities, visits and visitors enriches the curriculum. Sports, drama and ICT clubs are particularly popular with pupils of all ages and there are good learning links with the secondary school. Stimulating displays of pupils' work around the school include some impressive graphics and word processing about jungle animals by Reception class children. There is good support to ensure that all pupils have appropriate access to the curriculum and there is some provision for more-able pupils, but this is still being developed. The Nursery and Reception curriculum is varied and exciting. 'We like our lessons because we always get to learn and lessons are fun,' said one Reception child.

## Care, guidance and support

### Grade: 2

Pastoral care is outstanding and is a strength of the school. Staff know their pupils well and successfully create a positive ethos in which all pupils are enabled to flourish. Procedures to ensure that children are protected are up –to date and secure. Vulnerable pupils are identified early on in Reception, which enables support to be tailored for them at an early stage in their schooling. Links with outside agencies complement the school's provision effectively to ensure good inclusion of vulnerable pupils and those with learning difficulties and/or disabilities. End-of-year reports provide parents with a clear summary of pupils' achievements, with suggested next steps. However, academic guidance for the pupils themselves is less well developed. Targets are set but not all pupils know what their targets are, what levels they are working at or how to improve their work. Good links with the local secondary school prepare pupils well for a smooth transition to the next stage of their education.

## Leadership and management

### Grade: 2

The dynamic headteacher has a clear vision for improving the school. This is shared by all members of the strong senior leadership team, who work hard together to drive forward improvement under the excellent direction provided by the headteacher. Together, they have very successfully raised the standards of pupils' work across Key Stage 2 in English, mathematics and science. However, less progress has been made in raising achievement at Key Stage 1. Leaders know their school well and create a common sense of purpose amongst staff to improve the quality of teaching and learning. There is good equality of opportunity for all groups within the school, although some pupils in Key Stage 1 are not helped as much as they could be to fulfil their potential. There are good monitoring, tracking and self-evaluation processes to help the school identify areas for further development. There has been good improvement in all the key areas since the last inspection. Governors fulfil their roles and responsibilities well and give good support and challenge to help the school improve further.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<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	1
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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### 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>	2

<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.



## Annex A

**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	1
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

11 July 2007

Dear Children,

Inspection of Langney Primary School, Eastbourne East Sussex BN23 7EA

Thank you for being so friendly and helpful when we came to inspect your school. You made us feel very welcome and we enjoyed talking to you. Yours is a good school that helps you to do well in your work and cares for you very well.

- The things we especially like about your school
- You are friendly, polite and helpful and your behaviour is good – well done.
- The headteacher, teachers and staff all work hard to give you a good education and help you to enjoy your learning.
- Your teachers make lessons interesting for you and help you to reach high standards by the time you leave the school.
- All the staff take very good care of you.
- Your school is well led and many parents have agreed that, 'The school has got better and better.'
- Children in the Nursery and Reception classes have outstanding teaching and an excellent start to their education.
- The things we think your school could do even better
- Have higher expectations of what pupils can do in Years 1 and 2 in order to improve the quality of teaching to help these pupils make better progress in their learning.
- Plan more opportunities for you to meet and talk to people from other cultures to help you learn more about their lives and traditions.

We would like to wish you lots of success in your future education.

With very best wishes,

Jacquie Buttriss Lead inspector