



# Battle and Langton Church of England Primary School

## Inspection Report

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**Unique Reference Number** 114489  
**Local Authority** East Sussex  
**Inspection number** 289934  
**Inspection date** 18 October 2006  
**Reporting inspector** David Curtis

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 address</b>	Market Road
<b>School category</b>	Voluntary controlled		Battle
<b>Age range of pupils</b>	4-11		TN33 0HQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01424 775987
<b>Number on roll (school)</b>	435	<b>Fax number</b>	01424 775988
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Brenda Clarke
		<b>Headteacher</b>	R M Dyer
<b>Date of previous school inspection</b>	4 June 2001		

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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

The school is larger than most primary schools. Most pupils are of White British heritage, with a small proportion from minority ethnic backgrounds. The proportion of pupils with learning difficulties and disabilities is below the national average. The number of pupils who join the school other than at the start of Reception is high and increasing. Children start school with standards that broadly meet expectations for their age.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

'I have nothing but praise for the school. Not only is my daughter thriving academically, but the pastoral care is wonderful and I have complete trust in the school to not only support my daughter but the whole school'. This written comment by a parent captures the essence of this good school. The school's success is attributable to the hard work and vision of the headteacher in developing a team of teachers, staff and governors dedicated to school improvement. The significant improvement made since the previous inspection, especially in raising standards, is a glowing testimony to good leadership and management. The school has a very good capacity to improve even further.

Good teaching and learning contribute strongly to the above-average standards pupils reach by the end of Year 6. Their achievement is good. Pupils make particularly good progress in Years 3 to 6 because teaching is good. They enjoy lessons and work hard. They really like it when teachers use the 'smart boards' to teach new skills and ideas. Pupils with learning difficulties and disabilities make very good progress because of effective support from teachers and teaching assistants. Progress in the Foundation Stage is not quite as good, although satisfactory overall. In particular in Reception, children's progress in mathematical development and physical development is weak. Additionally, teachers do not assess children's progress in Reception in sufficient detail.

Pupils' outstanding personal development and well-being are the direct result of strengths in teaching and learning and in leadership and management. Behaviour is exemplary. Relationships are excellent in classes and between older and younger pupils. Pupils' very good attendance reflects their desire to want to come to school. As one pupil said, 'I like getting clever by working really hard'. Pupils are prepared exceptionally well both academically and socially for secondary education.

Pupils enjoy learning because the good curriculum is interesting and exciting. They particularly enjoy events, such as acting out 'The Battle of Hastings' using drama and costumes. The school's accommodation is unsatisfactory in relation to pupils having full access to the physical education curriculum. The outdoor play area for children in Reception is too small and restricts their physical development. This weakness reduces their involvement in physical activities and reduces their understanding of developing healthy lifestyles.

The school takes great care of its pupils and parents value the quality of support provided. As a result, care, guidance and support are good. Pupils are very positive about all aspects of their school, especially their teachers. As one put it, 'Teachers explain things clearly and if you get stuck they really help you'.

### What the school should do to improve further

- Improve the assessment of children's progress in Reception, especially in mathematical development.
- Improve the accommodation for outdoor play in Reception, and for the teaching of physical education, especially for gymnastics and indoor games.

## **Achievement and standards**

### **Grade: 2**

Progress of children in Reception is satisfactory, although, in mathematical development, their progress is unsatisfactory because teachers do not assess quickly enough gaps in their learning. Additionally, the absence of a large outdoor play area means that children do not make sufficient progress in their physical development.

From Year 1 onwards the pace of progress quickens and by the start of Year 3 progress is very good. By Year 6, standards in English, mathematics and science are well above average. Achievement is good. Standards in art and design and in design and technology are good. Pupils use their literacy and numeracy skills especially well in design and technology and in science. Achievement in information and communication technology is good and pupils use these skills successfully in other subjects. The very good progress made by pupils with learning difficulties and disabilities is a direct result of the effective programmes put in place by teachers and teaching assistants.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. Through art and music, pupils show that they can reflect sensitively on the world about them. The school's ethos is important to them. As one said, 'It's got lots of Christian beliefs'. Through 'One World Week' and the use of visitors and artefacts, pupils gain a very strong understanding of their own culture and those of other peoples. Pupils know right from wrong and enjoy taking on responsibilities. For example, older pupils in Year 6 take great pride and care in looking after younger pupils at break and lunchtime.

Pupils talk confidently and knowledgeably about the importance of regular exercise but know this is restricted in school by the accommodation. They are very sure of the importance of healthy eating. Pupils participate enthusiastically in events in the local community. The school council gives pupils a very strong voice in the running of the school, for example, through their suggestion for the school to provide more playground equipment. The refurbishment of toilets was in direct response to their views.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers plan lessons very carefully and, as a result, successfully meet the differing learning needs of pupils through the range of activities provided. Teachers often share their lesson plans with pupils and this allows them to see the purpose of each lesson. Good hyperlinks to the Internet allow pupils to instantly research information to support their learning. Pupils enjoy lessons where the 'smart boards' are used and feel that this really helps them to learn new ideas. Pupils value the help teachers give them,

especially in taking time to give them personal attention if they do not understand things. Marking is good and helps pupils to know how well they are doing and what they need to do to improve. However, in the 'Design and Technology Week', teachers were not rigorous enough in picking up on pupils' incorrect spelling of key words. As a result, spelling mistakes were compounded.

In Reception, teachers do not make sufficient use of assessment to monitor children's progress. As a result, they are not aware of why children do not make good progress, especially in their mathematical development.

## **Curriculum and other activities**

### **Grade: 2**

The school's curriculum covers the requirements of the National Curriculum, with the exception of physical education because of limitations with the school's accommodation. There are significant strengths in the planning of work linking subjects together. As a result, pupils' achievement in applying key literacy, numeracy and ICT skills in other subjects is very good. The school makes excellent use of educational visits and visitors to the school to enrich pupils' learning. The imaginative use of drama and costumes to relive the Battle of Hastings is an outstanding example. The school provides pupils with a very good range of extra-curricular activities which are appreciated and enjoyed.

The school hall is too small for teaching physical education to older pupils. It means activities such as gymnastics cannot be taught to the requirements of the National Curriculum. For children in Reception, their outdoor play area is too small for them to access fully and regularly opportunities for physical development.

## **Care, guidance and support**

### **Grade: 2**

Parents and pupils value the high quality of care and support the school provides. It meets fully all statutory requirements and current regulations for the safeguarding of pupils. Governors carry out frequent and rigorous health and safety checks of the premises and grounds. Pupils feel safe and say that there is always an adult to whom they can turn should they have worries or concerns. Many parents value the high quality of discipline within the school.

Pupils know how well they are doing with their work and value the individual guidance teachers give them. They like having targets in English and mathematics. They say that they would like such targets in other subjects. Pupils with learning difficulties and disabilities receive good support. The high quality of care in the school makes a very strong contribution to pupils' outstanding personal development.

## **Leadership and management**

### **Grade: 2**

Leadership and management have had a significant impact on improving the quality of education. They are very rigorous and accurate in the monitoring of the school's performance. The headteacher, senior management team and subject leaders are involved regularly in monitoring teaching and learning and this has brought about many improvements. Through questionnaires and consultation, the school works hard to seek and act on the views of parents. For example, they were involved when the behaviour management policy was revised. Through this a good development plan has been established which shows the school has the capacity to improve even further. However, the school's monitoring of children's progress in Reception is weak and as a result, progress, especially in mathematical development is not as good as it should be.

Governors through effective training have developed their roles and now have a good picture of the school's strengths and areas for improvement. The governing body is frustrated that issues relating to the accommodation from the previous two inspections have still not been addressed.

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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	2
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>	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.

**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**

Thank you very much for making my visit so enjoyable when I came to your school. I enjoyed talking to many of you during the course of the day. The school council deserves special thanks because they gave up part of lunchtime to talk with me. You go to a good school and there are many great things happening there. These are some of the things that you do especially well:

- You make very good progress in your learning and by the time you are in Year 6, the work you do in English, mathematics and science is very good. Your standards are above the national average.
- Your behaviour is excellent and you get on really well with each other in lessons and at playtimes.
- I agree with you that your lessons are good. You particularly enjoy learning when teachers use the 'smart boards' and you get the chance to use them too!
- You really enjoy lessons, such as the one where you dressed up and acted out the Battle of Hastings.
- The school council is important to you as it means you can have a say in the running of your school.

There are a few things that need to be done to make your school even better than it already is. So I have asked your headteacher, teachers and governors to:

- Make sure that the progress of children in Reception is looked at more closely.
- Work with all the people they need to in order to provide children in Reception with a much better outdoor play area; and to provide the rest of you with a hall big enough in which for you to be able to do gymnastics safely.