



Langham Primary School

Inspection Report

Unique Reference Number 114730
Local Authority ESSEX
Inspection number 290014
Inspection dates 12–13 September 2006
Reporting inspector Mr. Keith Sadler

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

Type of school	Primary	School address	School Road
School category	Community		Langham, Langham
Age range of pupils	4–11		Colchester, Essex CO4 5PB
Gender of pupils	Mixed	Telephone number	01206 272266
Number on roll (school)	91	Fax number	01206 273774
Appropriate authority	The governing body	Chair	Mr. Richard Watson
		Headteacher	Mr. Jeffery Adams
Date of previous school inspection	10 September 2001		

Age group	Inspection dates	Inspection number
4–11	12–13 September 2006	290014

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small village primary school. Pupils come from the village and surrounding areas. Almost all are from White British backgrounds and none speak English as an additional language. They come from a range of economic backgrounds and the proportion of pupils entitled to free school meals is very low. The proportion of pupils with learning difficulties and disabilities varies considerably from year-to-year and overall it is currently average. Pupils' attainment on entry to the school is above average. Children are admitted according to age each term. There are four classes each having two age groups.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The headteacher and governors are justified in their evaluation that Langham Primary is a good school. Parents who responded through the questionnaire were unanimous in their support of the school. One parent wrote, 'Our children are happy, challenged and stretched to learn in a very supportive, positive and well-managed environment.' This comment reflects the inspection findings and the positive picture of a school that has made across-the-board improvements since the last inspection, when most aspects of the school were satisfactory. Its effectiveness is now good with some outstanding features and it provides good value for money because it deploys resources skilfully and maximises learning opportunities for all pupils. The excellent leadership and management of the headteacher is the main trigger for this improvement. He has developed strong team work, ensured all staff, pupils and parents are included in important decisions and has focused exceptionally well on the right priorities to make sure that the school has improved. Achievement is good throughout the school. Due to the excellent provision, children get off to a flying start in the Reception/Year 1 class. They settle quickly, and even after being in school for only two weeks, they are confident, secure and enjoy explaining the routines of the classroom and what they do. Pupils continue to achieve well in all the other classes. This is because teaching is consistently good, there is good support for those with learning difficulties, and the care, guidance and support provided for pupils is excellent. In addition the school's provision for the many gifted and talented pupils is effective and their progress too is good. The effect is that pupils make good progress. As a consequence, by the time they reach the end of Year 6, standards are very high in English, mathematics and science. There is a disparity in standards between reading and writing at both Year 2 and Year 6. Although 2006 test results for 11 year-olds show very high standards in English, those for the writing element lag behind those for reading. The pupils' attainment in information and communication technology (ICT) is in line with national expectations, though they are lower than that achieved in English, mathematics and science. The school has recently acquired new hardware that will make the use of ICT much easier than it was previously. The pupils' personal development is outstanding. Their behaviour is excellent, attendance levels are high, moral and social development is exceptional and they thrive in their learning. Pupils love their school and are very proud of it.

What the school should do to improve further

- Raise standards in ICT.
- Raise standards in writing.

Achievement and standards

Grade: 2

Pupils achieve consistently well in each of the four classes. There is a good emphasis placed on the skills of reading, writing and mathematics and pupils achieve well in these areas though standards in writing at the end of both Year 2 and 6 are slightly

below those in reading. The good progress is reflected both in the quality of the pupils' work and in national test results. Standards are above average at the end of Year 2, and by the time pupils reach Year 6, they are particularly high. In 2006, for example, all pupils attained the higher level in science and nearly all did so in mathematics. Standards have improved year-on-year since the last inspection and the very challenging targets that are set are invariably met each year. However, standards in ICT lag behind other subjects.

Personal development and well-being

Grade: 1

The school's excellent support for pupils' personal development is reflected in the delightful and positive attitudes they have towards all aspects of school life. Their behaviour is excellent and reflects their outstanding social and moral development. Pupils know that their views are valued both in the school council and in lessons when adults listen carefully. They delight in taking responsibility. Pupils have a good understanding of health issues, as the school approaches the topic in a variety of ways and has gained the healthy schools award. They learn about nutrition in science lessons, healthy eating is promoted well and there are many opportunities for exercise both in lesson time, and at play. Pupils are well aware of the need to keep themselves safe - for example by explaining why they need to wear a hat in the hot sun. Pupils acquire good levels of economic awareness as evidenced by their skills in literacy and numeracy and when working collaboratively. However, their ICT skills are more limited.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is consistently good and has a positive impact on learning and progress. The excellent behaviour management and positive relationships in all the classes aids pupils' enjoyment of lessons and motivates them very well. Teachers make good use of resources to broaden learning strategies. For example in a good mathematics lesson, Year 5 and 6 pupils were excited when solving number square problems which were presented imaginatively using the data projector and software. Teachers plan lessons well to ensure that all pupils, whatever their age or ability, are presented with interesting and challenging activities. The good assessment arrangements and tracking of pupils' achievement as they progress through the school also aids teachers in making sure that lessons are pitched at the correct level. Good support is provided by effective teaching assistants, whether working with individuals or groups.

Curriculum and other activities

Grade: 2

The school's curriculum is of good quality. It is well organised and thoughtfully planned. The curriculum for Class 1 is particularly effective. Here, there is an excellent balance provided between activities that are led by the staff and those initiated by children. The excellent range of additional activities is a particular feature of the curriculum. Teachers make very good use of visiting speakers and specialists to enhance learning as well as taking pupils on visits to a wide range of places that boosts interest. In addition, the excellent range of sporting and musical activities also deepens and enriches opportunities. The curriculum for ICT meets statutory requirements though the school rightly has a target to ensure that additional learning opportunities are planned across all subjects in order to boost pupils' skills in the application of ICT.

Care, guidance and support

Grade: 1

The outstanding care, guidance and support for pupils is evident in the school's daily life and contributes well to pupils' progress, enjoyment and well-being. Pupils are greeted warmly by the head at the school gate and they are supervised well throughout the day. They say that they are made to feel safe and secure. There are very good arrangements for tracking pupils' achievements and ensuring targets are shared well with parents. For example, the current whole school priority on the composition and effect elements of writing have been carefully explained to parents and, following assessments, targets for individual pupils are also shared with parents. All arrangements for ensuring the pupils welfare and health and safety are effective and meet requirements.

Leadership and management

Grade: 2

There have been significant improvements in leadership and management since the last inspection. The school has well-developed and effective evaluation strategies in place. Staff and governors make a strong contribution to the monitoring of progress against the targets set in the good quality improvement plan. Accurate pin-pointing of needs following the evaluation of teaching and learning, leads to improvements in provision, for example in making adjustments to the programme of activities for Year 1 pupils in Class 2. The headteacher's visible leadership style enables those around him to flourish. The leadership team works harmoniously and to good effect. There is a strong commitment from all staff working in the school to provide the quality of education the children deserve. As a consequence, the school ensures that pupils' equal opportunities are secured. Governance is good with governors who are committed to the school and its improvement. The school is very well placed to build on its many strengths.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

Dear Pupils Thank you for making me so welcome when I came to inspect your school. I can understand why you like school so much and why you are proud of school and yourselves for what you achieve. I thoroughly enjoyed talking with you and your teachers and watching you learn. I checked out many things about your school and this is what I found: - Yours is a good school. - Your head teacher is excellent and he makes sure that you learn well, that everyone is safe and that the adults work really well together. - You make good progress in all four classes and your work is of a high standard by the time that you reach Year 6. - Those of you that find learning hard make good progress and I was particularly impressed with the high number of pupils that do well in the tests in English, mathematics and science. - Langham Primary is an exciting and happy place to be. You like school because your lessons are made interesting and demanding. - Your behaviour is excellent and you work together very well. This means that the teachers do not have to spend time dealing with problems. - We think that all the adults in the school do an excellent job. Your teachers are good and they work very hard to make sure that you are able to do your best. - All the other adults in the school do really well to make sure that your school is so good. There are two things that I have asked your school to work on in particular. First, to make sure that you do as well in your writing as you do in reading. Second, to help you to attain better in ICT. You can help yourselves by making sure that you always do your best when writing and work hard to meet your targets. With very best wishes for your future. Keith Sadler Lead Inspector