



# St Paul's Church of England Primary School, Langleybury

## Inspection Report

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**Unique Reference Number** 117417  
**Local Authority** HERTFORDSHIRE  
**Inspection number** 290828  
**Inspection dates** 18–19 October 2006  
**Reporting inspector** Derek Pattinson

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>	Hunton Bridge
<b>School category</b>	Voluntary aided		Kings Langley
<b>Age range of pupils</b>	3–11		Hertfordshire WD4 8RJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01923 263641
<b>Number on roll (school)</b>	235	<b>Fax number</b>	01923 291557
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Karen Storms
		<b>Headteacher</b>	Mrs Susan Rayment
<b>Date of previous school inspection</b>	10 September 2001		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized school, set in an attractive location and serving the Ecclesiastical parish of Langleybury. The proportions of pupils eligible for free school meals, of pupils with learning difficulties and with a statement of special educational need are all below the national average. Almost three-quarters of all pupils are White British. A below average number of pupils are from minority ethnic backgrounds. Very few pupils speak English as a second language. Attainment on entry to the Nursery is currently slightly above average.

The school has received a Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The inspection confirms the school's judgement that this is a good school. Its successes owe much to strengths in leadership and management and teaching. Staff are ready to go the extra mile to ensure that pupils leave the school as successful individuals. Parents think highly of the school, and overwhelmingly appreciate the excellent care the school takes of their children. One parent writes 'this school is special because of its overt, distinct Christian ethos and all children here are cherished.' Because of the headteacher's high-quality leadership, the school's track record of improvement is good. It is now constantly looking to move forward in innovative ways and has a strong capacity for continued improvement.

Standards and achievement are good. When children enter the Nursery their attainment is slightly above average. By the end of Reception standards are securely above average in all areas of learning because of good teaching and provision. When pupils leave Year 6 standards are well above average. Most pupils, including those with learning difficulties, achieve well because of good teaching and very good relationships which enhance pupils' learning. Where teaching and learning are at their best, lessons are fun and enjoyable and pupils achieve particularly well. At these times, enthusiastic teachers match work well to pupils' abilities and maintain a brisk pace to sustain interest and involvement. However, work for more able pupils is not always challenging enough, which slows their progress.

As a result of the outstanding quality of care, guidance and support, pupils' personal development, including their spiritual, moral, social and cultural development, is excellent. This also helps explain why many pupils demonstrate self-confidence and maturity in their attitudes and opinions and all behave very well in and around the school. Assessment procedures are good because the school is constantly checking on what pupils know and understand. Pupils know and use their learning targets effectively because of the excellent arrangements for guiding them on their academic performance. They find many lessons interesting because the curriculum is diverse and varied and caters well for their needs. Visits, visitors, special events and clubs for pupils of all ages help extend their experiences. However, staff do not use literacy, numeracy and information and communication technology (ICT) skills sufficiently in the full range of subjects to help reinforce their development.

The headteacher leads the school very well and, since her arrival, has succeeded in establishing an effective climate for sustained improvement. Arrangements for raising standards further are rigorous and embedded in the school's work. There is no complacency among senior managers, who strive constantly and increasingly successfully to give pupils a good education. The governing body plays its part in actively supporting the school, whilst still holding it to account for what it achieves. The school's Healthy Schools Award shows that it is successful in promoting the importance for pupils of keeping fit, healthy and safe. Pupils are prepared well for the world of work because important skills are given strong emphasis. The school provides good value for money.

## What the school should do to improve further

- Match work more carefully to the precise needs of more able pupils in all subjects to enable them to make best possible progress
- Increase pupils' use of ICT, literacy and numeracy skills in other subjects.

## Achievement and standards

### Grade: 2

Nursery and Reception children achieve well and make good progress. Most Reception children exceed the expected levels on entry to Year 1. Good progress and achievement continue in the infant classes and standards are above average by the end of Year 2. These standards represent especially good progress and achievement for pupils with learning difficulties. Year 6 pupils reach the challenging targets set and attain well above average standards in English, mathematics and science by the time they leave. However, some more able pupils require challenging even more to make sure they all reach the higher Levels 3 and 5 in tests.

## Personal development and well-being

### Grade: 1

Pupils have excellent relationships with staff and one another. The school is a very happy place where all pupils successfully acquire the numeracy, literacy, social and ICT skills to help them in later life. Pupils learn how to stay safe and say there are many people they can turn to in school for support. They love school, which is reflected in the above average attendance figures. Behaviour is good and pupils have good manners and respect themselves and others. They enjoy the nourishing, healthy school lunches and regular exercise such as early morning lacrosse. Older pupils (peer mediators) sensitively support all children in resolving conflicts. Pupils use the school council to express their views on a range of issues, including play equipment and fundraising. They successfully raise money for many charities and their support of a child in Zimbabwe provides evidence that they become increasingly aware of different cultures. Pupils' spiritual, moral, social and cultural development is outstanding and reflects the school's strong, caring Christian ethos.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. In the Foundation Stage a good balance is struck between practical activities and the teaching of key skills. As a result, children are interested and involved and know what they must do to succeed.

All teachers manage and motivate pupils well and good relationships are a strong feature. As one parent commented 'the dedicated staff at St.Paul's have contributed

enormously towards shaping our daughter's future'. Teaching assistants support pupils effectively, especially those with learning difficulties. Teaching is particularly successful when pupils are given demanding but enjoyable tasks and time is used to good effect to help them achieve well. Teachers are very skilled at telling pupils what they must do to succeed in lessons although some work for the more able pupils is not precisely matched to their needs to enable them to make best possible progress.

Assessment is good and embedded in the school's work. Very effective procedures are in place for assessing and tracking pupils' progress.

## **Curriculum and other activities**

### **Grade: 2**

The school's curriculum is creative, challenging for most pupils, and provides enjoyment through its variety. Music, physical education and art are strong features. The curriculum has successfully begun to break down barriers between subjects, such as through a 'science week' to make learning more relevant, interesting and sometimes exciting. Teachers plan and review carefully what is taught to ensure that work matches the needs of most pupils. However, literacy, numeracy and ICT skills are not yet used widely enough to support work in other subjects.

The many links with the wider community provide additional experiences such as outings, visitors and residential visits that widen pupils' horizons and promote good learning and excellent personal development. A wide range of clubs such as choir, debating and netball, benefit pupils. As well as adding to their enjoyment of learning, these rich experiences help to develop healthy and varied lifestyles.

## **Care, guidance and support**

### **Grade: 1**

The headteacher and staff take excellent care of all their pupils. There is a highly effective system for monitoring pupils' welfare and staff respond swiftly to support vulnerable pupils and those with learning difficulties. Several parents wrote to say how much they appreciated the sensitive way in which their child's needs had been recognised and effectively catered for. Guidance to pupils about their academic performance is excellent. Pupils know their targets and how to achieve them. Teachers' marking clearly tells pupils what they are doing well and how they can improve their work. There are excellent arrangements for safeguarding pupils and regular training keeps staff up-to-date with current requirements.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good and are key factors in the school's improvement since the last inspection. The headteacher, supported effectively by the deputy headteacher, leads and manages the school very well. She has played a pivotal role in improving the quality of pupils' education through leading by example and

'aiming high and working hard'. Her impressive knowledge of the school is reflected in the school's self-evaluation, which is honest and accurate, if a little modest, and takes account of the views of staff, governors, parents and pupils. This is a school that shows no sense of complacency and is not content to rest on its laurels. For example, it knows that more able pupils are not always challenged enough in some lessons and subjects. However, strategies are in place to address this issue and help for these pupils to make best possible progress are in their infancy and have yet to show their impact. The school rigorously tackles areas requiring development, indicating that its capacity for further improvement is good. All staff are united in their determination to provide a good quality of education for all pupils and a strong sense of team spirit pervades the school. For example, new curriculum teams play a developing and crucial role in monitoring the school's work and performance. Leadership is further enhanced by the governors of the school who are supportive yet challenging, and play their part in holding the school to account. The school makes effective use of its resources and the different skills of teachers to ensure that the value for money is good.

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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	2
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	2
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	1
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	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>	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	1
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

21 October 2006

Dear Pupils

St. Paul's Church of England Primary School, Langleybury, Langleybury Lane, Hunton Bridge, Kings Langley, Hertfordshire. WD48RJ

Thank you very much for making our visit so enjoyable and for taking time to talk to us and to answer our questions. We thought that you would like to hear what we found out about your school.

Year 6 pupils we spoke to were almost unanimous in giving the school ten out of ten, and we agree that there are many really good things happening in your school:

- most of you make good progress and reach high standards by the time you leave
- you love school because teachers, teaching assistants, visitors, visits and special events make learning interesting
- you get on well with one another and your behaviour is usually excellent
- your teachers and other adults help you when you have problems, make sure that you are safe and give you excellent advice about your work
- Mrs Rayment is a very good headteacher and, together with all staff, makes sure that you are happy and successful at school.

Your parents are right to think that you go to a good school. What we have asked the school to do now to make it even better is:

- to always give you work that will challenge you
- to make sure you use more often in other lessons the skills you are developing in ICT, mathematics and English.

It was so good to find that all of you are happy at school and doing well.

We wish you all the very best for the future.

Derek Pattinson

Lead inspector