



# Langham Village School

## Inspection Report

**Unique Reference Number** 120825  
**Local Authority** NORFOLK  
**Inspection number** 291870  
**Inspection dates** 31 October –1 November 2006  
**Reporting inspector** Patricia Cox

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>	North Street
<b>School category</b>	Community		Langham, Langham
<b>Age range of pupils</b>	4–11		Holt, Norfolk NR25 7DG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01328 830377
<b>Number on roll (school)</b>	83	<b>Fax number</b>	01328 830377
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Jeremy Bagnall-Oakeley
		<b>Headteacher</b>	Mr Michael Green
<b>Date of previous school inspection</b>	18 June 2001		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
4–11	31 October –1 November 2006	291870

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This small school is situated in a relatively remote part of Norfolk. All pupils are of White British heritage and speak English as their first language. The proportions entitled to free school meals, or identified with learning difficulties and disabilities, are below the national average. While pupils have a range of family backgrounds, the majority are relatively advantaged and attainment of children on entry to the school is above national expectations. The school has had staffing difficulties in recent years, particularly in providing cover for the headteacher to carry out his management responsibilities. The situation is now stable and the school has a full complement of permanent staff. The school recently achieved the 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

This is a good school, which is held in high esteem by parents, who are closely involved in its work, and is valued by its community. The school provides good value for money and is well poised for further improvement. Pupils thoroughly enjoy their time here and their attendance is good. Their personal development is good. The school provides well for their spiritual, moral, social and cultural development. Social and moral development are particularly strong and therefore their behaviour is outstanding and pupils form very good relationships. They grow into responsible, confident and mature individuals, well prepared for the future. Pupils make satisfactory progress overall in Reception, but progress is weaker in personal and mathematical development, and this is also the case in Year 1. Progress accelerates from Year 2 onwards as a result of good teaching. Although standards in mathematics have not recovered by the end of Year 2, and are only average, they are above average in reading, writing and science.

Pupils achieve very well from Year 2 to Year 6, so that standards are well above average in reading, mathematics and science by the time they leave. However, standards in writing are average. Progress has previously been inadequate in writing, but it is now good.

Teaching in Years 2 to 6 is lively and imaginative, catering well for the range of age and ability in the class. Those pupils with learning difficulties have the support they need to achieve as well as other pupils. The curriculum is satisfactory overall, although there are weaknesses in the curriculum for Reception children because insufficient time is given to mathematical and personal development. In the rest of the school it is good and matched carefully to the skills pupils need to develop in each year.

Overall, the school cares for pupils well, and exceptionally well for their physical and emotional safety. Academic support and guidance are satisfactory. While there are good systems to assess pupils' progress in English, mathematics and science, and to guide them through the marking of their work, these are not as effective in other subjects. There is a strong focus on health, safety and decision making, especially in encouraging pupils to take responsibility for their own choices. The pupils make a good contribution to the school, particularly through the work of the school and class councils. They take responsibility for gathering the views of others and judging which issues to pursue, and their opinions are valued.

Leadership and management are good. The headteacher and assistant headteacher work closely together and provide a clear direction for the school, focused on maintaining and improving standards. Their self-assessment is accurate and, because of good monitoring, they have an accurate understanding of where improvement is needed. However, until recently there has been insufficient observation of teaching and consequently teachers have had limited advice about how to improve. Nevertheless, action to bring about improvement is effective and the staff carry out their management responsibilities satisfactorily. Governors are closely involved in the school and fulfil their role satisfactorily.

## **What the school should do to improve further**

- Improve teaching and the curriculum for Reception and Key Stage 1 to raise standards in mathematical and personal development.
- Raise standards in writing for Years 3 to 6, so that they are closer to those in reading.
- Develop further the formal monitoring of teaching, to support teachers in improving their practice.
- Improve assessment and marking in subjects other than English, mathematics and science.

## **Achievement and standards**

### **Grade: 2**

Pupils make good overall progress overall. The test results at the end of Year 6 have been well above average in reading, mathematics and science for many years, and often exceptionally high, particularly in mathematics. Progress in writing is improving and is now good because the school has identified and is tackling specific weaknesses. Challenging targets are set for attainment and usually exceeded. The results of the national teachers' assessments in reading, writing and mathematics at the end of Year 2 in 2005 and 2006 were above the national average in reading, writing and science. Although progress is satisfactory in Reception and Year 1 overall, children do not always make as much progress as they could in mathematical and personal development.

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

### **Grade: 2**

Personal development and well-being are good. There have been no recent exclusions and pupils say that there is no bullying at all. If it occurred, they are confident that it would be dealt with rapidly. The school has very effective methods for dealing with pupils' concerns confidentially, and they report that there is always an adult they can turn to if they are upset. Pupils have many opportunities to take responsibility and they develop a good understanding of the world of work through running the 'healthy tuck shop'. This is one of the many effective aspects of the school's strong emphasis on healthy eating, and pupils are very involved in moves to change the school meals supplier to ensure more nutritious food. Their good involvement in, and contribution to, the community results mainly from strong links with the local church, which also adds to their good spiritual development. Cultural development is satisfactory. The pupils have many opportunities to experience a range of cultures through for example music, art and literature, but their understanding of the cultural diversity of society is not developed sufficiently. There are well-advanced plans to remedy this situation through the adoption of a new curriculum.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Relationships are very good throughout the school and therefore lessons proceed smoothly. Teachers are enthusiastic and use interesting resources, including some exciting information and communication technology (ICT) programs, which involve and stimulate pupils, who respond well and are eager to answer. In most classes, teachers have a good understanding of their pupils' attainment and build carefully on their skills and knowledge. Explanations are very clear because teachers have good subject knowledge and this contributes much to pupils' good progress. Pupils are encouraged and supported to do their best. Work is usually planned well for the different levels of age and ability, but it is not always sufficiently clear what pupils are intended to learn in Reception and Key Stage 1. Teaching assistants make a good contribution to the work of the pupils they support and are usually involved in the lesson planning.

### **Curriculum and other activities**

#### **Grade: 3**

The school is well advanced in adopting a very well-planned curriculum that has good potential to expand pupils' horizons. The personal, social and health education curriculum is satisfactory and improving. There is a rich variety of visits and visitors to enliven the programmes, including many which enhance pupils' understanding of the wider world. There is an exceptional range of activities outside the school day, including French. However, the curriculum for the Reception children allows insufficient time for mathematics and personal development. The children who attend in the morning do not always have the same experience as those who attend in the afternoon. Nevertheless, the newly developed outside area is a good resource and its use is improving.

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

#### **Grade: 2**

Pupils feel safe and secure because they are looked after very well. All necessary checks have been made on adults who work in the school, and risk assessments are carried out. Child protection procedures are stringent. Accidents and incidents are rare and are dealt with appropriately. Pupils who have learning difficulties are identified early and given good support. Tracking systems are used well to check progress in English, mathematics and science. Pupils are satisfactorily involved in measuring their own progress through their targets in these subjects, but the recording method does not show how rapid their progress has been.

## **Leadership and management**

### **Grade: 2**

The headteacher and assistant headteacher have a good grasp of standards and a good knowledge of how to bring about improvement. They and the staff work very well as a team and teachers, who have many responsibilities, carry these out satisfactorily. There is a very close partnership with parents. Senior managers know the school well, through their own teaching roles and a range of monitoring methods. There is close scrutiny of pupils' work and test results, so that areas for improvement are identified. Lesson observations lapsed during staffing shortages, but those that have been carried out recently are focused and evaluative and professional development has been based on the outcomes. Action taken on shortcomings has been well targeted and effective. Planning for improvement is good, although it is not clear enough about how the school will know whether it has been successful. Governors carry out their role satisfactorily. Their work has been made more efficient and is developing in innovative and interesting ways, so that their committees are focusing on the success of the school in developing each aspect of the whole child.





## 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>	2
The extent of learners' spiritual, moral, social and cultural development	2
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	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>	3
<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	3
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	3
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

2 November 2006

Dear Pupils

Langham Village School, North Street, Langham, Holt, Norfolk. NR25 7DG

It was good to meet you when I visited your school recently. I really enjoyed meeting you all and the discussions we had. I thought you might like to know what I found out about your school. I think you're lucky to go to such a good school, and I agree with you when you said that your teachers are nice. You do really well in most subjects because the teaching is good. But I think there are some things that could be better, and you could help in some ways. The younger children don't do as well as they could in mathematics, so maybe they could help by trying to learn faster. The same thing goes for the older children with their writing, so they could make a bigger effort with their spelling, punctuation and handwriting. The children in Reception and Year 1 should do more mathematics and I've asked your teachers to make sure that the Reception children who come in the morning do the same things as the ones who come in the afternoon. The youngest children need to be taught how to work on their own and not rely so much on adults.

I was really impressed by the way you behave and your good manners. The older ones are very sensible and do their jobs very well. You all seem to enjoy yourselves and I like the way so many of you were keen to answer questions in class. Your teachers help by asking special questions for each year group, so none of you get left out. You're lucky to have such a lot of interesting activities at lunch time and after school. Your targets are helpful, and your teachers know how well you are doing in English, mathematics and science, and mark your work well so they can help you if you have problems. I've asked them to do this in other subjects too.

Your school is good because your headteacher and teachers run it well. They know what needs doing to make it better, and they get on and do it, however they need a little more advice about how to make their teaching even better, so I've asked Mr Green to help them to do that.

Thank you very much for looking after me so brilliantly and I'm sure that you'll all carry on doing well.

Mrs Pat Cox

Inspector