

# Langrish Primary School

## Inspection report

---

<b>Unique Reference Number</b>	115924
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	312109
<b>Inspection date</b>	17 October 2007
<b>Reporting inspector</b>	Linda Kelsey HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Cowlrick
<b>Headteacher</b>	Mrs A C Hanson
<b>Date of previous school inspection</b>	12 January 2004
<b>School address</b>	Ramsdean Road Stroud Petersfield GU32 3PJ
<b>Telephone number</b>	01730 263883
<b>Fax number</b>	01730 260935

---

<b>Age group</b>	4-11
<b>Inspection date</b>	17 October 2007
<b>Inspection number</b>	312109

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspector evaluated the overall effectiveness of the school and investigated the following issues. These were to: establish whether all areas of the school's work are at least good and what evidence there is to support outstanding practice; determine whether self-evaluation at all levels is rigorous and searching; evaluate the evidence that the sustained high standards can be maintained; and examine the reasons for the school's judgement that leadership and management are good when all other areas are graded as outstanding?

Evidence was gathered from lesson observations, interviews with the headteacher and chair of governors, and discussions with pupils, teaching staff, and parents. Other aspects of the school's work were not investigated in detail, but no evidence was found to suggest that the school's own self-assessment as given in its self-evaluation was not justified, and this has been included where appropriate in this report.

## Description of the school

This is an average size, single form entry school with very few pupils from ethnic minority groups. Pupils' attainment on entry is above that expected nationally. Currently two pupils are in public care and two are learning English as an additional language. The number of pupils with learning difficulties and disabilities is below average. There are currently two pupils with statements of special education need and this is fewer than usually seen. Since the last inspection, a new headteacher and deputy headteacher have been appointed.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is a highly effective school where there has been consistency in high standards and achievement for many years. This is because it is very well led and managed, there is outstanding teaching and a rich and vibrant curriculum. Many of these features were also apparent at the time of the last inspection. The strong and purposeful leadership, the caring support for pupils and their exceptionally good behaviour and attitudes are why this school is so successful.

Standards are high and pupils are making outstanding progress during their time at the school. They are developing into confident and articulate learners who know what they can achieve. The capacity for further improvement is outstanding. Pupils are very happy, know extremely well how to stay fit and healthy and fully enjoy their education, realising that they have to work hard to succeed. This they are not afraid to do, because the teachers encourage them and are caring and thoughtful towards them. As one pupil said, 'Teachers write such nice things about us in our books because they want us to do well'. The care and safety of pupils is very important to the school and all safeguarding procedures are in place.

Teaching is outstanding because pupils achieve very well. During the inspection, teaching was consistently good across the school and this is why pupils do well. As another pupil said, 'Our teachers are so enthusiastic about what they teach us.' The planning of lessons, the attention to detail and the provision for pupils of different ability in the class are outstanding features. As one parent commented about a member of staff, 'You could bottle her'. During the inspection, teachers demonstrated good subject knowledge in science, mathematics, information and communication technology (ICT), music and English. They are not afraid to develop pupils' independent learning skills and encourage them to engage in their own individual learning and target setting. This was a consistent strength in all the lessons seen.

The curriculum is rich and diverse. Pupils study different religions, cultures, play musical instruments, paint and draw well and use ICT with confidence to enhance the quality of their work and to research and record information. Their basic skills are highly developed so they are very well prepared for their future well-being. Pupils go on numerous visits to enhance the curriculum. They take part in two residential trips to broaden their experiences and raise money for various charities such as red nose day.

Leadership and management are outstanding although, modestly, the school evaluated this area as good. There is a strong and determined commitment to build on the school's successes and strive for continued improvement from a very strong base. Governors and parents are very supportive of the school and the majority of parents feel very positive about how well it is doing. Governors provide a well-appreciated level of challenge to the leadership. Both parents and governors believe that the school is well led and managed. They agree that their children achieve well at the school. However, some have indicated that they would like to have even more information about what the school is doing. Good quality information is given to the governors including detail about the plans, training for staff, and the school's successes.

Parents also appreciate the hard work of all the staff and give excellent support to the school through raising funds to support it. At the harvest festival many parents supported a very successful and awe-inspiring event, which involved all the children in reading poetry, singing and playing musical instruments as well as acting out a short play. The thoughtful collection of vegetables and other food items to send to a local charity shows that the pupils have strong links with their local community and a caring ethos about those less fortunate than themselves.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The provision and teaching in the Foundation Stage is outstanding, the activities are carefully planned to allow for pupils to choose their own activity or join in an adult-led one. Children work well whether independently or in groups, get on very well with each other and practise basic skills in writing, ICT and numeracy.

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

- Find additional ways to share the already excellent information about the undoubted successes of the school.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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	1

### The quality of provision

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

31 October 2007

Dear Pupils

Inspection of Langrish Primary School, Petersfield, GU32 3PJ

Thank you so much for making me so welcome at your school. I enjoyed chatting to many of you around the school and joining you at lunch time. I am so pleased I chose a day when you had your harvest festival, as I was able to see all of you performing to such a high standard. Your poetry writing, beautiful and enthusiastic singing, even by some very young members of your school, impressed me.

Your parents and teachers are rightly proud of you because you behave so impeccably around the school; you gave so generously to the harvest collection for a local charity. Many of your parents wrote to me and told me how happy they are with the school. I agree with their comments as so many of you achieve such high standards in many areas of your work and most importantly in gaining the basic skills that you will need for the future.

Your headteacher and members of staff are enthusiastic to maintain the school's high standards and have many interesting ideas about what they can still do to make the school even better. I know that through your school council, you also offer suggestions to the headteacher, such as the mirrors in the toilets, which I understand have recently been ordered.

Your parents are also very keen to know everything about the school and they do appreciate the hard work that the school puts into keeping them informed. Both you and your parents talked about the energy and enthusiasm around the school. However, your parents would like to know even more about what the school is doing, planning for the future and how well you are all getting on. I have suggested to the school that they make use of some of the excellent information that they have to provide regular updates of what you are doing so well.

I wish you all the best of luck for your future happiness.

Linda Kelsey HMI