

# Langley Fitzurse Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	126334
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	315501
<b>Inspection date</b>	11 March 2008
<b>Reporting inspector</b>	Ian Hancock

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 category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	114
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gavin Lester
<b>Headteacher</b>	Lynn Evans
<b>Date of previous school inspection</b>	23 February 2004
<b>School address</b>	Middle Common Kington Langley Chippenham SN15 5NN
<b>Telephone number</b>	01249 750295
<b>Fax number</b>	01249 750295

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is much smaller than the average-sized school and serves the village and the local community. The majority of pupils are from White British backgrounds, with a small percentage from ethnic minority families. The proportion with learning difficulties and/or disabilities has risen since the last inspection and is now above the national average. The school has achieved Healthy Schools Award, Activemark Award and Sportsmark Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is an inclusive school that provides a satisfactory standard of education, correctly described by a parent as 'a friendly welcoming school that includes all pupils in all learning'. Strengths in pastoral care, spiritual, moral, social and cultural development and working effectively with others contribute much to pupils' good personal development and well-being. The outcomes can be seen in happy pupils, who behave well, feel safe and get on well together. They are keen to participate in exercise and have a good understanding of how to lead a healthy life. The broad and enriched curriculum stimulates pupils' interests and enjoyment of learning.

Academic achievement is closely linked to the quality of teaching. The quality is uneven as pupils move up through the school but is satisfactory overall. Attainment on entry has declined since the last inspection but children enter school with the skills expected for children of a similar age. They settle quickly and achieve well in the Foundation Stage in all areas of learning, particularly their personal, social and emotional development. This is because the provision and teaching is good overall but the outside area is less well developed to support children's learning. In Key Stage 1, achievement is satisfactory overall but much better in mathematics than reading and writing. Although new and effective tracking systems have been introduced recently, assessment information is not yet used consistently well when planning lessons. Some work is not sufficiently well matched to pupils' needs, particularly in writing, and pupils have insufficient guidance as how to improve their work. Consequently, they do not do as well as they should. Pupils in Years 3 to 6 make better progress due to more consistent teaching, particularly at the upper end of the school. By the end of Year 6, standards are broadly average in English and mathematics but above average in science. Pupils with learning difficulties and/or disabilities make similar progress to that of their classmates.

The headteacher has a clear view of the strengths of the school and what is needed to improve it further. She has been instrumental in helping new teachers feel welcome and valued as important members of the team. The hard work and commitment of the headteacher and senior staff are strong features in the school's satisfactory leadership and management. However, systems for checking teaching and learning are not sufficiently rigorous to pinpoint exactly what action is needed to raise standards, particularly in writing. With a more settled staff, the continued support of governors and gradual success of its recent actions, the school demonstrates satisfactory capacity for further development.

## Effectiveness of the Foundation Stage

### Grade: 2

Attainment on entry to the Reception class is broadly in line with that expected but has declined since the last inspection with the significant increase of pupils with learning difficulties. Children's achievement is good. Great emphasis is placed on promoting personal, social and emotional development, and children make particularly good progress in these aspects of their learning. Children are keen to be involved in the activities provided, their relationships with each other are good, and behaviour is calm and purposeful. The staff know the children well and regularly assess their progress to ensure that teaching and the curriculum fully meet the needs of all ability groups. However, the outside area has limited resources and is not used as well as it might be. This restricts opportunities for independent outside play to promote children's physical and creative development. Children are well supported by teaching assistants

who take an active part in their learning and model language well to support children's speaking and listening skills.

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

- Improve the consistency of teaching, particularly in writing at Key Stage 1, so that pupils make good progress in every lesson.
- Make more consistent use of assessment information to plan lessons that match the needs of all pupils and provide them with clear guidance as to how they can improve their work, particularly at key stage 1.
- Develop effective and rigorous systems for monitoring and evaluating teaching and learning so that the action required is more precisely identified.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted Inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory overall but, as they move up through the school, variations in the quality of teaching result in different rates of progress. Some work is not sufficiently well matched to pupils' needs, particularly in writing at Key Stage 1, so pupils do not achieve as well as they should. As a result, although standards in mathematics are above average at the end of Year 2, they are below average in reading and writing. The school has introduced new initiatives in reading and writing to improve the progress of different groups of pupils, including additional support and improved tracking. As a result, standards are beginning to rise in reading and writing but remain below average, particularly in writing, at the end of Year 2. Pupils achieve better in Years 3 to 6 because of more consistently better teaching, particularly in Years 5 and 6. Standards at the end of Year 6 have been broadly average for the last three years in English and mathematics. Standards significantly improved last year in science due to the expertise provided by the science subject leader. Pupils with learning difficulties and/or disabilities make similar progress to that of their classmates. Their needs are clearly identified and targets are appropriate to their particular difficulties.

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

### **Grade: 2**

Pupils enjoy coming to school and their attendance is above the national average. Their happiness is evident in the way they show respect to each other and to the adults who work with them, where relationships are strong. Pupils' spiritual, moral, social and cultural development is good. There are strong links with the local church. Behaviour across the school is good and attitudes are mainly positive, except where tasks are not well matched to capture pupils' imagination. Pupils feel safe and know they can go to an adult with any worries. They have a good understanding of healthy lifestyles and the importance of healthy food. Members of the school council are proud of their contribution in helping to improve the playground environment. Strong links have been established with the local community, including participating in numerous village events. Older pupils are developing good personal qualities where they willingly support younger children in the classroom and playground. Pupils' positive approach to all aspects of learning prepares them well for their future education.

## Quality of provision

### Teaching and learning

#### Grade: 3

Although there is much good teaching and learning, the quality is uneven. This has resulted in variations in how well pupils learn from year to year. Teachers use a variety of teaching styles and contribute well to the good personal development of pupils. This ensures that in most cases, pupils are enthusiastic and well motivated. Activities build successfully on prior learning and are mostly well matched to pupils' learning abilities. However, work does not always stimulate the interest of pupils where the pace is slow, time is not used effectively and expectations are too low. This has a negative impact on pupils' attitudes and achievement, particularly in writing at Key Stage 1, and these pupils learn too slowly. Teaching assistants are fully involved in teaching activities and provide effective support to individuals and small groups of pupils, including those with learning difficulties and/or disabilities, ensuring that these pupils make at least satisfactory progress over time.

### Curriculum and other activities

#### Grade: 2

The curriculum is effective and is significantly enriched by numerous clubs and first hand experiences. It is broad, and all pupils learn French. The numerous sporting activities, including hockey and swimming, are a further strength. The curriculum is well matched to the needs of most pupils, including those with learning difficulties and/or disabilities, but writing remains a high priority for further development. The school pays good attention to developing pupils' personal, social and health education and their understanding of how to develop safe and healthy lifestyles. This has a positive impact on their good personal development and well-being.

### Care, guidance and support

#### Grade: 3

Teachers and staff place a high priority on pupils' safety and well-being. They provide them with good pastoral support and guidance. Parents are positive about the care shown to their children, as reflected in comments such as 'the school is immensely caring and supportive'. Child protection procedures are fully in place and risk assessments are carried out conscientiously. Substantial links with outside agencies support all pupils and their families well, including vulnerable groups and those with learning difficulties and/or disabilities.

Provision for academic support is not as robust as the provision for pastoral care. The tracking of pupils' progress has significantly improved in the last year but assessment information is not yet used consistently well. As a result, work is not always matched well enough to individual needs to enable the pupils to do their best, particularly in writing. Although some very good use of marking was seen during the inspection, particularly for older pupils, this practice is not consistent throughout the school and many pupils receive insufficient guidance about how to improve their work.

## Leadership and management

### Grade: 3

The headteacher, governors and staff are strongly committed to school improvement. They have a satisfactory understanding of the strengths of the school and what is needed to improve it further. There have been significant changes in staffing since the last inspection but the new teachers have settled in well, as part of the team. This is largely due to the strengths in the headteacher's leadership in the way she values all members of the school community. The headteacher is well supported by senior staff. They have begun to reconsider the school's self-evaluation and how subject leaders can take a more proactive part in school improvement. However, the monitoring of teaching and learning is not sufficiently rigorous to pinpoint precisely what improvements are needed. This has an adverse effect, particularly on writing standards for younger pupils in the school. Assessment procedures, including new systems introduced last year for tracking pupils' progress, have significantly improved and are beginning to bear fruit. However, information is not used effectively enough across the school and consequently targets and work set are not always well matched to the needs of all pupils. Governors fulfil their statutory responsibilities. They are supportive of the school and many visit the classrooms as part of their monitoring role. They are willing to attend training so that they can provide as much support and challenge as possible in the coming year.

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## Annex A

## 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?	3
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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?	3
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?	3

<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>	3
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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

12 March 2008

Dear Pupils

Inspection of Langley Fitzurse C of E Primary School, Chippenham SN15 5NN.

Thank you very much for making us feel so welcome when we came to your school. We enjoyed talking to you very much and thought you were friendly and polite.

The school provides you with a satisfactory education and these are some things we thought were good:

- You enjoy school, behave well and look after each other well.
- You have a good understanding of how important it is to eat healthy food and enjoy regular exercise to keep fit.
- Children in the Foundation Stage settle quickly and achieve well.
- Your curriculum is good and you enjoy the clubs you attend, visits and visitors, which broaden your education.
- You reach high standards in science by the end of Year 6.
- Teachers and adults look after you well.
- Your headteacher, staff and governors are working hard to make your school better.

These are a few things we have asked the school to do to make it better:

- Teachers are to make writing lessons interesting, particularly at key stage 1 so that you can make good progress in every lesson.
- To enable you to learn more quickly, teachers will help you plan your work more carefully and give you guidance through marking on how to improve your work.
- School leaders will make sure that teaching and learning are thoroughly checked to ensure that action can be taken where necessary to improve the standards you reach.

Best wishes for the future.

Ian Hancock Lead Inspector