

Church Langley Community Primary School

Inspection report

Unique Reference Number	131209
Local Authority	ESSEX LA
Inspection number	315751
Inspection date	23 April 2008
Reporting inspector	Sheelagh Barnes

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	430
Appropriate authority	The governing body
Chair	Mrs Ann Curnow
Headteacher	Mrs Stacey Ward
Date of previous school inspection	2 February 2004
School address	Church Langley Way Church Langley Harlow Essex CM17 9TH
Telephone number	01279 629427
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Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school and investigated the following issues:

- Current standards and progress in writing across the school and in reading at Key Stage 1.
- How effective the recent involvement of pupils is in understanding their targets for learning and how well teachers relate to these in their marking.
- The effect of the recent developments in leadership and management in raising standards, particularly at Key Stage 1.

Evidence was gathered from observing lessons, scrutiny of pupils' work and the school's documentation, communications from parents, and discussions with pupils and staff. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Church Langley is a larger than average primary school. The majority of the pupils come from White British backgrounds and fewer pupils than nationally speak English as an additional language. Below average proportions of pupils are known to be eligible for free school meals. The proportion of pupils who need extra support with their learning and those with statements of special educational need is broadly average. Standards on entry to the Reception classes are generally below those expected for children's ages. However, the attainment on entry to the current Reception classes was closer to that expected than has been the case in previous years. There have been changes to the teaching staff since the previous inspection. A significant proportion of teachers are at the start of their career. There has also been a reorganisation of management roles since the previous inspection. The school has gained the Healthy School Award, Activemark and the Financial Management Standards in 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 an effective school. It provides a good education for all pupils, including those who need extra support with their learning or those who have the potential to reach standards above those normally expected for their ages. This is as a direct result of good leadership and management, particularly by the headteacher. She has a good knowledge of the strengths of the school and the areas for improvement. The judgements of the school's self-evaluation indicate an accurate and clear-sighted knowledge of the school. The recently established management team, supports her leadership effectively. Her monitoring of the standards pupils attain and the quality of teaching is rigorous. This has led to high standards of care and personal development, good academic achievement, including in Key Stage 1, and improved attendance. All of which indicate a good capacity for continued improvement. She provides good information to the governors, who are very supportive of the school.

Achievement is good and standards overall are above those expected by the end of Year 6. Children settle well into the Reception class and make good gains in their learning due to the good quality of the provision. This good progress continues in Years 1 and 2. By the end of their time in Key Stage 1, standards are broadly average in reading, writing and mathematics and pupils' achievement is good. Progress in Years 3 to 6 is good overall. Pupils make good gains in their learning, and achieve above average standards, particularly in science but also in reading and mathematics, which have been a recent areas for development throughout the school. Pupils from all groups achieve well and attain the challenging targets the school sets them. In writing, progress and achievement are good, but not as consistently so as in other core areas. Standards in writing are slightly above those expected for their ages and the proportion of pupils who attain the higher level compares well with those nationally, indicating that higher attaining pupils are effectively enabled to reach their potential. Nevertheless, writing has been identified by the school as an area for further improvement.

Pupils' personal development, including their social, moral, spiritual and cultural development, is outstanding. They enjoy school a great deal and the many activities on offer in lessons and on visits. Attendance is satisfactory and has improved significantly because of increasingly effective measures that have been put in place. However, some parents still opt to take holidays during term time. Pupils' behaviour is excellent and their awareness of safety issues is extremely good. They have a good knowledge of how to lead healthy lives and talk enthusiastically about healthy eating and exercise. Extra responsibilities, such as being play leaders and house captains, contribute effectively to pupils' social and personal development. Along with the good standards they achieve, these prepare pupils well for the next stage in their academic career.

The quality of teaching and learning is good overall. Routines are established quickly and there are good relationships between adults and pupils. All staff pay particular attention to developing pupils' skills in literacy and numeracy and this has a positive and measurable impact on the progress pupils make. Assessment is regular, accurate and forms an integral part of the school day. Teachers use their knowledge about what pupils can already do effectively when planning lessons. Teachers make good use of links between subjects and work hard to make lessons enjoyable, exciting and memorable. However, the school management is aware that while all teaching is now at least satisfactory and most of it is good, there is still some variation in the quality of teaching and learning between lessons. Despite the many strengths in teaching, the quality of teachers' marking in pupils' workbooks, and the application of the new school marking

policy, while very good on occasion, is also variable. For this reason, a focus on raising the quality of teaching for all classes is a school priority.

The school provides a good curriculum that covers all the required subjects in suitable depth. Healthy lifestyles are promoted well, particularly with regard to physical activities. There is a good emphasis on helping learners to appreciate the value of healthy eating and being aware of the value of exercise. Provision for all boys and girls to learn to take part in strenuous physical activity and team sports is good. The school works hard to enrich the curriculum and pupils take part in a range of extra-curricular activities. All pupils currently learn French and they are given the opportunity to learn to play a musical instrument or to take part in a dramatic production. These experiences add to their enjoyment of learning and to their personal, social and physical development. Pupils who need extra help with their learning, including those who require extra help with their speech and language and those with autistic spectrum extra needs, receive a good level of support and are integrated effectively into all aspects of school life.

Care, guidance and support are outstanding. As a result, pupils feel safe and parents confident that their children will flourish and will know what to do and who to turn to if they have a disagreement or a problem. All health and safety requirements and legislation are effectively met. Child protection arrangements and provision for vulnerable pupils is good, involving good levels of interaction with other agencies. The school makes good use of outside agencies and links, such as with local universities, in providing for pupils who need extra support with their learning and those who have the potential to achieve higher than average standards. Pupils throughout the school have an exceptionally good awareness of their individual targets for improving their work.

Effectiveness of the Foundation Stage

Grade: 2

The quality of provision for children in the Foundation Stage is good. Children enter school with widely varying skills and experiences, which, overall are below the standards expected for their ages. Good induction systems enable them to settle into the two Reception classes quickly and easily and develop confidence. Because staff work together so effectively, there is a relaxed and friendly ethos. As a result, children quickly learn school routines and are keen to work on the tasks they are set. The school builds well on this positive start and children make good progress. There is a good match of the curriculum to the children's needs and good opportunities for physical development with the newly developed outdoor area. Activities are exciting and fully engage children's interest. As a result, many are likely to achieve the targets expected for their age when they enter Year 1. Progress is particularly notable in their personal and social development, which is very good.

What the school should do to improve further

- Raise standards in writing throughout the school.
- Ensure that the quality of teaching is more consistently of the highest standard.

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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?	2
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	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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.

Annex A

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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

24 April 2008

Dear Children,

Inspection of Church Langley Primary School, Church Langley, CM17 9TH

Thank you for welcoming me to your school when I visited recently and for being so polite and friendly. Thank you as well for the 'guided tour' of your school that some of you gave me. It was very interesting and informative! I really enjoyed meeting you all and talking to you. These are the really good things about your school.

- Your headteacher works hard and knows just how well each one of you is getting on and what to do to make your school even better.
- You all get on together very well and look out for each other.
- You like coming to school, you behave exceptionally well and work hard.
- School takes excellent care of you all and helps you all to know what to do to make your work even better.
- Your teachers teach you well so that you make good progress especially in mathematics, science and reading.
- You have good opportunities to learn about interesting things in lessons and clubs.
- You learn extremely well about staying safe and are taught well about staying healthy and making healthy choices.

The things I have asked your school to do next are.

- To help you to improve your writing so that it is even better.
- To make sure that even more of the teaching you receive is like the very best.

I really enjoyed my visit. You can play your part in making your school even better by continuing to work as hard as you can, making sure that you come to school unless you are ill and caring for each other. I wish you all well for the future.

Yours sincerely

Mrs Barnes

Lead inspector