

Langland Community School

Inspection report

Unique Reference Number	110354
Local Authority	Milton Keynes
Inspection number	337473
Inspection dates	13–14 July 2010
Reporting inspector	Marion Wallace

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	320
Appropriate authority	The governing body
Chair	Brian Rabe
Headteacher	Kate Stuart
Date of previous school inspection	11 June 2007
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Introduction

This inspection was carried out by three additional inspectors. Eleven teachers were seen, 24 lessons were observed, and meetings were held with parents and carers, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at its improvement plan and those of subject departments, minutes of governors' meetings, assessment information and curriculum planning. In addition, a scrutiny of pupils' work and 68 parental questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of senior managers in bringing about improvements in English, mathematics and science for all groups of pupils at Key Stage 1 and 2
- the accuracy of the school's self-evaluation and its effectiveness in promoting improvement
- how effectively teachers use assessment to support pupils' learning and help them understand what they have to do to improve their work how effectively the curriculum is tailored to meet the needs of different groups of pupils, especially those with special educational needs and/or disabilities.

Information about the school

Langland is larger than the average primary school. Most pupils come from the Netherfield estate and a few from other local areas. The majority of pupils are White British. The percentage of pupils who speak English as an additional language is well above average and a small minority are in the early stages of learning English. The percentage of pupils with special educational needs and/or disabilities is below average. The percentage of pupils with a statement of special educational needs is above average. Almost half the pupils are known to be eligible for free school meals. Some pupils are taught in mixed-age classes. Mobility is extremely high due to families moving into and out of the local area.

The school provides a breakfast club. There is Early Years Foundation Stage provision in the Nursery class and two Reception classes. The school works very closely with the Hedgerows Children's Centre that was opened on the site in 2008. This provision is not managed by the governors of the school and was not inspected by the team.

The headteacher was appointed in April 2010, having previously been the deputy headteacher; prior to her appointment, she had worked alongside the previous headteacher for a transition period.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The overall effectiveness of Langland Community School is satisfactory. It is improving steadily. It has some good features, and the headteacher, senior leaders and governors are particularly successful in advancing aspects of care, guidance and safety. They are rightly aware that improving attainment remains the first priority, particularly in mathematics and science. While achievement is satisfactory overall, it is inconsistent, which means progress by different groups of pupils and across subjects is not yet brisk enough. As a result of rigorous monitoring by senior leaders, teaching is improving rapidly and the proportion of lessons where progress is good is increasing.

The school's current low standards reflect a history of inadequate systems to track pupils' progress in the past. The headteacher and senior management team have successfully set procedures in place to track and assess pupils' progress closely. The headteacher and senior management team have a clear vision for its future improvement and have made many good changes and improvements in a short period of time. They are tackling weaknesses with determination.

Intervention and support in classes are well organised, although the deployment of teaching assistants is not always effective enough. Although pupils' progress has accelerated, there has not been enough time for this to push standards higher. Pupils acknowledge the growing success of the school. One expressed the views of the overwhelming majority, saying, 'We love this school. It helps us learn. We like all the lessons and the trips. We feel very safe in school. Our teachers care for us very much. This school is great.'

These are the main strengths of the school.

- Pupils enjoy school and lessons because they like and respect their teachers.
- The school's ethos is friendly, warm and welcoming, and relationships are good.
- Pupils feel very safe and secure in school and are confident that adults will help them if they have any concerns.
- Good links with external partners promote pupils' well-being and learning.
- Care, guidance and support are strong so pupils develop a positive attitude to school and to learning. Attendance levels continue to improve. The learning mentors make a significant contribution to supporting pupils and families who need extra help.
- Links with parents and carers are good. Most appreciate the open door policy and know they can discuss any concerns. Language assistants work hard to support parents and carers who are new to this country.

These are the key weaknesses of the school.

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- Attainment in English, mathematics and science is still too low. Key skills are not built quickly enough and pupils show weaknesses in their problem solving, presentation of work and vocabulary.
- Teachers do not use assessment information consistently to match tasks closely to the learning needs of pupils, especially the more able, or show pupils clearly how to improve their work. There is too much use of worksheets in Key Stage 1 classes which sometimes restricts the attainment of pupils.
- Recent improvements in teaching mean that the progress pupils make in lessons is accelerating, often at a good rate, and all groups of pupils are now on track to achieve better results than in recent years. Systems for evaluating the strengths and weaknesses of the school are improving. These, together with the effective work done to redress inadequate attainment, and improved opportunities for practical learning, all demonstrate that the school has a good capacity to improve.

What does the school need to do to improve further?

- Accelerate progress and, by June 2011, raise standards in English, mathematics and science throughout the school by:
 - ensuring key skills in English, mathematics and science are developed well
 - building pupils' problem-solving skills so they can use them reliably in writing, numeracy and science
 - helping pupils develop the use of a wide range of vocabulary to enrich their writing
 - improving standards of presentation.
- Ensure that by June 2011 all teaching is of consistently good quality or better by:
 - ensuring all teachers use assessment more effectively to plan lessons that match the needs of, and provide appropriate challenge for, all pupils, especially the more able
 - helping pupils understand how to improve through consistently good-quality marking
 - reducing the number of worksheets used in Key Stage 1
 - ensuring the deployment of teaching assistants enables them to make a good contribution to the promotion of learning.

Outcomes for individuals and groups of pupils**3**

Strong relationships contribute to a positive climate in which pupils enjoy learning. While achievement is satisfactory overall, including for those with special educational needs and/or disabilities, the quality of learning throughout the school is improving rapidly.

□ Expectations are rising but are not yet sufficiently consistent. Too few pupils reach the higher levels in English, mathematics and science. The school deals with the major challenge of mobility extremely well and there are many good initiatives in place to help

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pupils settle into their new school quickly. The school's tracking information and inspection evidence currently indicate significant improvement in attainment and progress for most groups. Some of these underachieved in the past. However, there has not yet been enough time for these improvements to show in national test results.

The best progress was observed in a Year 4 numeracy lesson, where high expectations, brisk pace and rigorous use of challenging questions ensured all groups of pupils made good progress in converting fractions to decimals. However, the quality of learning varies too much. In some classes, tasks are not matched closely enough to the needs of all pupils, especially the more able. Key skills are not consistently practised and applied, affecting pupils' achievement and future economic well-being.

□ Behaviour is satisfactory overall. Pupils behave sensibly because they enjoy coming to school. They say they feel very safe in school and that they can discuss any problems with staff. Pupils also show good awareness of how to keep safe outside school and when using the internet. The award of Healthy Schools status confirms pupils' growing awareness of how to stay healthy. Pupils work well with others and opportunities to discuss work with a partner are well developed throughout the school. School council members talk sensibly about their plans to raise money for charities such as Red Nose Day or activities to raise money for playground resources. Their awareness of cultural differences, both in the United Kingdom and globally, is developing satisfactorily. They enjoy learning an African dance and drumming tune for the Summer Fete and making an African mask.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

A significant number of lessons observed during the inspection were of good quality, but the use of assessment information is not consistent or rigorous enough in all classes. This means that the match of work to pupils' abilities is not always precise enough and teaching assistants are not always deployed effectively enough to ensure consistently good progress, especially for more able pupils. Teachers use questions well to check pupils' knowledge and understanding, and pupils appreciate well-planned opportunities to discuss their ideas with others during 'talking partner' sessions. Teachers mark work conscientiously but the quality of feedback to pupils on how to improve their work is also too variable.

The newly introduced curriculum that focuses on pupils' creativity in learning generally matches their needs, but is not always well enough adapted to meet those of more able pupils, particularly in mathematics and science. Pupils enjoy the practical activities and visits outside school, such as to London and Hazard Alley in Milton Keynes, which add to the quality of their learning.

Pastoral care is strong and parents and carers agree this is a strength. Support for pupils who need additional help is well planned. The school works very well with support agencies. Induction and transition arrangements are good. Procedures for checking attendance are good and consequently levels of attendance, although average, continue to improve; in some classes, attendance is well above average. The learning mentors are very effective in providing support for vulnerable pupils and their families who need additional support

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders and governors demonstrate drive and ambition to take the school forward. The headteacher has a clear vision and is determined to secure improvement.

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She has an accurate view of teaching and uses this information to sharpen provision and target the most important areas for improvement. The governing body is now supporting and challenging the school satisfactorily. Middle managers are tackling weaknesses with enthusiasm and support senior managers well.

The school improvement plan identifies appropriate priorities to raise the effectiveness of the school from satisfactory to good. Close partnership with the local authority has been effective in helping the school to strengthen the leadership team and improve the quality of teaching and learning. The school has established an extensive range of other partners and these are already beginning to have a positive impact on outcomes. For example, the school works very closely with Hedgerow Children's Centre and social services, and this is having a positive impact on the most vulnerable pupils. The school wildlife area and the Year 1 outdoor area have been developed well through links with external companies.

□ The school's satisfactory promotion of equality reflects effective support and achievement for pupils with special educational needs and/or disabilities who are well supported in withdrawal groups by teaching assistants, although support in class is not always as good. Safeguarding procedures are strong and meet requirements well. While the promotion of community cohesion is satisfactory, and links locally are good, leaders have suitably well-advanced plans to broaden pupils' understanding of people in different parts of this country and overseas.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Most children enter the Nursery class with skills and knowledge well below those expected for their age. They make good progress in both the Nursery and Reception classes and consequently, by the time they enter Year 1, they are broadly average in their physical, creative, and personal, social and emotional development. They have below average attainment in their language, mathematical development and knowledge of the world.

Staff provide interesting activities, both indoors and outdoors, and children have good opportunities to learn through activities led by adults and those they choose for themselves. In the Nursery, children show good levels of concentration, listening to the story of 'Kipper' with interest. They spontaneously applaud the teacher for reading the story. Reception children make good progress writing simple lists and recognising numbers. One child proudly showed her well-developed coordination and skill using the hoola hoop. They learn to play cooperatively with each other. For example, three boys helped each other create a large tower from wooden blocks.

Excellent links with the Hedgerow Children's Centre, good links with parents and carers, and well-planned induction arrangements contribute successfully to children's enjoyment of school. Teaching is consistently good but occasionally there are missed opportunities to challenge groups of children and extend their learning, especially in the outdoor area. The provision is well led and managed, as shown by the development of good systems for tracking children's progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers are satisfied with the school. They regard the school as happy, welcoming and friendly. They say their children enjoy attending and most are happy with the progress made. Parents and carers regard the school as caring and supportive. They identify strengths of the school as: the activities, the relationships with staff, the professionalism of staff and the leadership of the headteacher.

The majority of criticisms were offered constructively and were mainly concerned with the way the school informs parents and carers about their children's progress and the school's response to their suggestions. Inspectors judge that the school informs parents and carers regularly about their children's progress and involves them in its work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Llangland Community to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 320 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	60	26	38	0	0	0	0
The school keeps my child safe	30	44	37	54	0	0	0	0
The school informs me about my child's progress	35	51	32	47	1	1	0	0
My child is making enough progress at this school	28	41	37	54	1	1	2	3
The teaching is good at this school	35	51	31	46	2	3	0	0
The school helps me to support my child's learning	33	49	34	50	1	1	0	0
The school helps my child to have a healthy lifestyle	43	63	35	51	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	40	34	50	4	6	0	0
The school meets my child's particular needs	29	43	38	56	0	0	0	0
The school deals effectively with unacceptable behaviour	31	46	42	62	1	1	0	0
The school takes account of my suggestions and concerns	23	34	41	60	2	3	1	1
The school is led and managed effectively	31	46	43	63	0	0	0	0
Overall, I am happy with my child's experience at this school	36	53	32	47	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 July 2010

Dear Pupils

Inspection of Langland Community School, Milton Keynes, MK6 4HA

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers. We enjoyed your singing in assembly and will remember how enthusiastically you practised your African drumming and dancing in preparation for your Summer Fete. You told us how much you enjoy school and all the activities. We found your school a satisfactory and improving one. It has some good features.

- You like coming to school and your attendance is continuing to improve.
- You get off to a good start in the Nursery and Reception classes and make good progress in all areas of learning.
- You all feel very safe in school.
- You enjoy and benefit from the many activities, clubs, visits and visitors.
- Your school cares for you well and teaches you to be healthy.
- Your school council is well organised and is working well to help improve the school.
- All staff and governors work well together to ensure your school continues to improve.
- Your headteacher has high expectations of you and she gives a strong lead to everyone.

There are two things that we have identified for staff and governors to improve.

- Make sure that you all reach higher standards in English, mathematics and science.
- Ensure that all teachers use assessment information to plan work that always challenges you.

You can help with these improvements by continuing to work really hard. Thank you for a very enjoyable visit to your school and best wishes for your future.

Yours sincerely

Marion Wallace

Lead inspector

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