

Langtree Community School and Nursery Unit

Inspection report

Unique Reference Number	113160
Local Authority	Devon
Inspection number	338111
Inspection dates	6–7 July 2010
Reporting inspector	Denise Morris

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	92
Appropriate authority	The governing body
Chair	Patricia Soby
Headteacher	Helen Mellody
Date of previous school inspection	26 June 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed seven lessons and saw four teachers. They held discussions with leaders, staff, governors and pupils. They observed the school's work, and looked at school planning documents, lesson plans, assessment information, notes from governors' meetings, the school development plan and pupils' work. The inspection questionnaire was completed by 50 parents and carers. Staff and pupils also completed a questionnaire.

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

- how well assessment is used to track pupils' progress
- whether teaching and learning have improved since the last inspection
- how well the curriculum meets individual needs, including for pupils with special educational needs and/or disabilities.
- the success of leaders and governors in raising standards for all groups of pupils.

Information about the school

Langtree is a small rural primary school. It provides for children in the Early Years Foundation Stage in its Reception class and attached Nursery unit. Most pupils are White British. The proportion of pupils with special educational needs and/or disabilities, mainly learning difficulties and emotional difficulties, is above the national average. The school has won several awards recently, including Healthy School status and Active Mark.

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

3

Main findings

Parents rightly say that their children enjoy school and this is evident in their good behaviour. The good care, guidance and support that the school provides are a particular strength, leading to their positive personal development and well-being. Most pupils come to school regularly and this is reflected in their above average attendance. Pupils have an excellent understanding of healthy eating, largely because of the very good use the school makes of its garden, which is full of fruits and vegetables such as raspberries, blackcurrants, tomatoes, beans and marrows that pupils have grown. These are used as snacks or boxed up and sold at the local summer fair to raise money for the future development of the garden. Pupils' awareness of how to keep safe is also excellent. They work safely with tools and fully understand about dangers in the world around them.

The school has improved the curriculum since the last inspection so that it now provides good quality learning and additional experiences for all groups of pupils. The new primary curriculum framework is helping planning to improve and enrichment is excellent, evident in the rich and varied additional activities provided. The residential trip to Bude by pupils in Years 5 and 6, for example, is really valued. Pupils say that it has helped them to grow up and get ready for secondary school.

Children in the Early Years Foundation Stage get off to a sound start to their education. They benefit from many exciting activities and good quality care that keeps them safe and secure. Their achievements are checked regularly but there is no clear view of how much progress they make from their starting points or of the progress of different groups. Elsewhere within the school pupils, including those with special educational needs and/or disabilities, make satisfactory progress in their academic skills during their time at the school. They attain standards that are broadly average in English, mathematics and science by Year 6. Older pupils say they could do more homework because a few are worried about the amount they will have to do when they move to secondary school. Teaching is satisfactory, though at times the pace of learning in some lessons is slow, and as a result, pupils do not all do enough in the time available, although there has been good improvement in teaching recently, particularly in Years 3 to 6.

Satisfactory leadership and management ensure that pupils are safe and secure at school. Subject leaders are not yet sufficiently involved in monitoring their areas and as a result, standards are not rising quickly enough. Self-evaluation is satisfactory and through regular monitoring, senior leaders have an appropriate understanding of what is working well and what needs improving. Effective improvements to the accommodation have ensured that facilities for learning and for sport are good. New assessment and

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tracking systems have been introduced and, though not fully embedded, are gradually having a positive impact on measuring how much progress pupils make. Although several governors are new to their roles, they meet their statutory responsibilities effectively. The school has a satisfactory capacity to continue improving.

What does the school need to do to improve further?

- Raise achievement in English and mathematics for all groups of pupils in Years 1 to 6 by
 - embedding the assessment and tracking system fully across the school
 - improving the pace of learning and teachers' expectations of what each pupil can achieve in lessons
 - checking each pupil's progress rigorously.
- Develop the roles of subject leaders so that they contribute more fully to monitoring the work of the school, including the amount and quality of pupils' homework.
- Improve assessment in the Early Years Foundation Stage so that there is a clear view of children's progress from their starting points to their entry into Year 1.

Outcomes for individuals and groups of pupils

3

Pupils make the progress expected of them during their time at the school. They attain average standards in English, mathematics and science by Year 6. They make the best progress in English. For example, in Years 5 and 6, pupils worked well with their partners as they developed exciting story structures. Because of effective demonstrations and good questioning by the teacher, they were able to understand that writers use different structures to create impact. As a result, they were keen to develop their own structure so that their stories would be successful and they worked hard to do so. Pupils achieve particularly well in sport because of regular exercise and because of the close links with the nearby Sports College, which provides many additional and exciting opportunities for pupils. For example, they engage in football and netball tournaments with other local schools and have opportunities to try new sports such as abseiling, canoeing and archery.

Pupils contribute well to their school and to the community. Older pupils have jobs such as organising the hall for assemblies and helping at lunchtime and in the playground. They take responsibility for organising play equipment and they plan and support lunchtime activities for younger pupils. Effective community links promote pupils' sense of responsibility. They are regularly involved in performances in the local Plough Theatre and in the church and chapel. They collect for many different charities, for example two pupils in Year 6 recently raised a significant amount for Haiti. Pupil voice is heard most strongly through the Family Group system which gives them regular involvement in decision making. They have been fully involved in the recent changes to the accommodation and environment. Good quality spiritual, moral and social development is evident in the way pupils work well together, share and take turns. Cultural

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development, including pupil's understanding of different cultures and lifestyles, is satisfactory. Older pupils take good care of younger ones and regularly help them. Pupils are satisfactorily prepared for their futures.

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	3
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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers manage pupils very well, leading to good attitudes and behaviour by pupils. The most effective teaching is characterised by a good pace of learning in which pupils are keen to answer questions and offer opinions. This was evident in a literacy lesson in Years 3 and 4, where pupils successfully made and presented a short persuasive video to encourage their peers to go to a particular film. Because pupils were enthused by the task and because the teacher questioned them carefully, they completed it successfully. However, not all teachers make the best use of the assessment and tracking system to plan work that meets the individual needs and abilities of all pupils. At times, pupils do not do enough work in the time allowed.

Improvements to the curriculum since the last inspection are helping pupils to enjoy school and are providing good opportunities to improve personal development. In the

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

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personal, social and health education (PSHE) curriculum, for example, there are many opportunities for pupils to learn about leading healthy lives and keeping safe, including internet safety. The new primary framework is beginning to help teachers extend cross-curricular links between subjects. The curriculum is enriched through a broad range of history and geography activities. In Years 1 and 2, for example, pupils' past work shows good knowledge of local history, including some of the customs of times past. They have made spiders' webs from a range of different materials as they learned that people used these as plasters during the local battles in the Civil War. The curriculum is enriched through good partnerships with other local schools that help to engage pupils in learning and in many sporting activities to promote their fitness.

Good quality care is evident in the way that the school employs a school counsellor on a regular basis to work with pupils who are experiencing any difficulties. Effective use of pupil reviews to provide focused care and interventions mean that those with special educational needs and/or disabilities are well provided for. Very good transition arrangements with the local sports college help pupils in Year 6 to prepare for their move to secondary education. For example, during the inspection, pupils were busy working in groups to design and build a moveable car, which they have to present to pupils from other primary schools at the college as part of a transition challenge. They were very enthusiastic about this and were busy practising their presentations. The school works rigorously with other agencies and partners to promote learning for all pupils, including those who are gifted or talented.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a clear vision and she has put in place many new procedures since the last inspection to embed her ambitions for the school and to drive improvement forwards. The accommodation has been refurbished and extended to create spacious new learning and outdoor areas. This has had a positive impact, in particular on the physical development of pupils. A new curriculum has been introduced and this is beginning to help teachers link subjects through literacy, numeracy and information and communication technology. However, the roles of subject leaders are underdeveloped and they do not have enough opportunities to take responsibility for their subjects. The new assessment and tracking system, although not yet fully embedded, is beginning to help the school track how well pupils are doing. Regular monitoring has led to accurate

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self-assessment, and leaders are aware that standards need to improve. Governors are supportive and helpful and fully meet their statutory duties. They are just beginning to challenge the school and hold it to account for its decisions but need to do more of this. The school promotes equality of opportunity and eliminates discrimination effectively. Safeguarding procedures are robust and fully meet current government guidelines. The site is very secure. Good links with external agencies and partners such as local schools and businesses are evident in the way that pupils regularly work with the community and take part fully in community life. The information provided for parents is satisfactory. A sound start has been made in developing the school's strategy for community cohesion. Local links are particularly strong and recent links with two schools in wider Britain and one in Africa are beginning to have an impact on pupils' awareness of other cultures and lifestyles.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
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

Children in the Nursery and Reception class make at least satisfactory progress in all areas of learning. They make good progress in their physical development and in linking letters and sounds because of the high profile given to these aspects. By the time they transfer to Year 1, most attain the goals for children of their age and are confident and eager learners. Their personal, social and emotional development, particularly their behaviour, is good. A particularly strong feature of the provision is the way that children are encouraged to make decisions about their learning. They play well together and help each other. The outdoor learning area is extensive and provides many activities to

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promote physical development in particular. Children listen appropriately to stories and benefit from some creative experiences and resources. One good example occurred when a group of boys played doctors in the class hospital. They proudly wore their gloves and used the stethoscope as they checked their 'patients'. The process of developing children's cultural awareness is put on a firm footing by encouraging them to answer the register in different languages. All the children joined in happily in Spanish during the inspection.

Children's welfare is promoted well and they are safe and secure in their classroom and outside. Leadership is satisfactory. Induction into the class is appropriate to children's needs and links with parents are satisfactory. Annotated notes of children's achievements are evident in their learning journals, which show a broad range of experiential learning both in school and in the environment. Assessment information about children's progress is gathered but is not used effectively to show overall patterns of progress by the class as a whole or of different groups.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A large majority of parents and carers are pleased with the school. All of those who responded to the questionnaires said that their child enjoys school. 'My child is very happy and settled and has progressed in all her subjects,' wrote one parent. A small minority of parents do not feel that the school deals effectively with unacceptable behaviour. Inspectors found behaviour to be good in and around the school, with evidence that any disruptions were effectively dealt with. A small minority of parents do not feel that their suggestions and concerns are listened to well enough. Leaders are developing systems to improve this through the annual questionnaire to parents and carers and by involving them in working groups.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langtree Primary School and Nursery Unit 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	72	14	28	0	0	0	0
The school keeps my child safe	34	68	12	24	2	4	1	2
The school informs me about my child's progress	20	40	26	52	2	4	1	2
My child is making enough progress at this school	15	30	30	60	4	8	0	0
The teaching is good at this school	21	42	26	52	0	0	0	0
The school helps me to support my child's learning	16	31	29	58	3	6	0	0
The school helps my child to have a healthy lifestyle	23	46	23	46	3	6	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)	24	48	21	72	0	0	0	0
The school meets my child's particular needs	19	38	26	52	4	8	0	0
The school deals effectively with unacceptable behaviour	16	32	20	40	8	16	3	6
The school takes account of my suggestions and concerns	22	44	16	32	7	14	4	8
The school is led and managed effectively	18	36	20	40	6	12	4	8
Overall, I am happy with my child's experience at this school	26	52	20	40	7	14	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.



8 July 2010

Dear Pupils

Inspection of Langtree Primary School and Nursery Unit, Torrington EX38 8 NF

Thank you for your help in our recent visit to your school. We enjoyed meeting you. This letter is to tell you about some of the things we found out about your school.

- You enjoy school and most of you come to school regularly.
- You behave well at school.
- You know it is important to keep fit and healthy.
- You told us that you feel safe at school and we agree that you are.
- You work well with other schools and we know that you enjoy your sports activities at the sports college.
- You told us that you could do more work at home. We agree that pupils in Year 6 could do more at home.

We are asking your leaders to do three things to help your school to improve.

- Help you do better in English and mathematics by making sure your work is assessed regularly.
- Improve the way that leaders check the work of the school and ensure that they provide enough home learning for older pupils.
- Use information about children's skills in the Nursery and Reception class to provide a clear picture of how much progress different groups make.

Thank you again for your help,

Yours sincerely

Denise Morris

Lead Inspector

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