

Langley Moor Primary School

Inspection report

Unique Reference Number	114120
Local Authority	Durham
Inspection number	338298
Inspection dates	23–24 November 2009
Reporting inspector	Gordon Potter

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 of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Fr Peter Brown
Headteacher	Mrs Sharon Stelling
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited seven lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning. They also scrutinised 63 questionnaires returned by parents and carers as well as questionnaires from staff and pupils.

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

- pupils' attainment on entry and the rates of progress they make across the school
- how the quality of teaching reflects the school's view that it is good, in the light of its own view of pupils making satisfactory progress
- how effectively school leaders have acted to reverse a decline in standards
- how well the school promotes an understanding of the multicultural make-up of modern British society.

Information about the school

Langley Moor Primary School is smaller than average. The proportion of pupils eligible for free school meals is below average. Most pupils are from White British or Other White ethnic backgrounds. A few pupils do not speak English as their first language. The proportions of pupils with special educational needs and/or disabilities and of those who have a statement of special educational need are average. The school has achieved the Activemark and the Healthy Schools Award. Children commence full time education in the Early Years Foundation Stage in the autumn term of their Reception Year. The headteacher has been in post since the autumn term of 2008.

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

Langley Moor Primary School is a satisfactory school where good care and support ensure pupils' effective personal development and outstanding behaviour. Parents are very supportive of the school and pupils are happy, feel safe and know how to stay healthy. Pupils' make satisfactory progress and attain average standards by the end of Key Stages 1 and 2. Historically, attainment in English and science has been higher than in mathematics. Recently, however, there has been a decline in pupils' attainment in writing and this has lowered overall attainment in English to average, rather than above average.

The school is beginning to implement appropriate strategies to improve writing, the curriculum and teaching. There are examples of good teaching, but the overall quality is satisfactory. This is because teachers do not always use assessment information consistently well enough to plan work that matches the full range of pupils' needs. In some classes, pupils do not have enough opportunities to learn independently or with each other. The new headteacher has recognised this, but initiatives to improve the quality of teaching are not yet fully embedded to ensure consistently good quality learning across the school. There are strengths in the way the curriculum promotes aspects of pupils' personal development, but not enough opportunities for them to write at length or in subjects across the curriculum.

Parents and pupils are very positive about the school and most appreciate how the school helps pupils to stay safe and supports their moral and social development. Pupils say that teachers help them so that they know how to improve their work. They say that they find it helpful when they know at what level they are working and how to achieve the next level. However, some pupils are more informed than others of how to do this. Pupils have a strong presence in the local community and an increasing awareness of other faiths. Their understanding of life in other countries and of the multicultural make-up of modern British society is less well developed.

The headteacher has a clear view of what needs to be done to ensure the school improves. She has extended the senior leadership team and offered opportunities to all staff to contribute to the development of strategies to improve outcomes for pupils. Whilst these strategies are beginning to take effect, they have not yet had an impact on improving attainment by the end of Key Stage 2. Self-evaluation is generally accurate, but the school's view of the quality of teaching and its impact on pupils' learning is somewhat optimistic. Nevertheless, the school's capacity to improve is satisfactory and the school provides satisfactory value for money.

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What does the school need to do to improve further?

- Raise attainment, especially in Key Stage 1 and in writing and mathematics in Key Stage 2 by:
 - ensuring assessment information is used more effectively in planning work to match pupils' needs
 - ensuring pupils have more opportunities to write at length across the curriculum
 - providing pupils with more frequent opportunities to engage in practical and investigative activities and to develop independent learning skills
 - ensuring that all leaders, including governors, rigorously monitor the implementation and the impact of strategies to raise standards.
- Develop pupils' understanding of the multicultural make-up of modern British society and of different communities abroad.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

The extent to which pupils achieve and enjoy their learning is satisfactory. In recent years, attainment has fallen for pupils in Key Stage 1. From starting points which have been average they reach average standards by the end of Year 2. Attainment at the end of Year 6 is broadly average. These pupils have made satisfactory progress from their starting points. This is because teaching, whilst satisfactory, is not strong enough to ensure that pupils make good rather than satisfactory progress. Pupils with special educational needs and/or disabilities and those who speak English as an additional language are supported soundly to achieve satisfactorily.

Pupils show great keenness to do well in their work. They are very aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their keen involvement in sporting activities and the high take-up of healthy school meals. Pupils behave outstandingly well, have excellent attitudes and relationships in lessons and work conscientiously. They get on very well with each other and with the adults in the school, and say they feel very safe. Pupils are confident that they know exactly what to do in the event of a concern. When they learn through lively activities, for example, writing plays together or exploring where new foods came from in Tudor times, pupils' enjoyment is high. However, when lessons are less interesting their enjoyment is reduced and their learning is less productive.

Pupils make a good contribution to the school community, taking on a range of roles as playground helpers and as school council members. There are good links with older residents in the local area and with the church. They raise money for a range of local and international charities. Pupils' understanding of different faiths and of life in other

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parts of the world and of the multicultural make-up of modern Britain is limited. They have confidence in using information and communication technology (ICT) and have developed an understanding of the world of work through contact with adults from a range of professions. They have fairly limited skills in working collaboratively. However, given their sound basic skills in English and mathematics, they are equipped satisfactorily for their future economic well-being.

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	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
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?

While teaching is satisfactory overall it has some good features. In good lessons, teachers recognise that pupils learn best when they are actively involved in their learning and provide a range of experiences that engage pupils and encourage them to investigate and research. They plan a range of interesting activities which are well matched to the abilities of individual pupils. They use discussion, investigation and interactive whiteboard technology, to engage pupils and to stimulate their thinking. Where teaching is good, teachers use speaking and listening activities well to help pupils to explore text and to develop their reading. In the best lessons, speaking and drama

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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activities are used to help pupils to develop ideas for their writing. The best teaching makes it clear what pupils are to learn in the lesson and uses questions to find out what pupils already know and to check what they have learned. In satisfactory lessons learning is less effective because teachers talk for too long and offer too few opportunities for pupils to work independently or to learn collaboratively. In these lessons, teachers spend too much time checking that pupils know what to do rather than letting them do it. Work is not well-matched to pupils' individual abilities, lessons lack pace and questions do not encourage pupils to develop their thinking. Teachers mark pupils' work regularly, but inconsistently indicate what pupils need to do to improve.

The curriculum satisfactorily meets pupils' needs and plans to offer pupils a wider range of interesting and creative activities have begun to be implemented There is a strong focus on learning about Christianity and other faiths. All pupils learn French through partnership with the local language college. They enjoy singing and many play a musical instrument. They welcome authors and working professionals to school and enjoy their visits to places such as Durham Cathedral and Earl's Orchard Outdoor Education Centre for residential visits. Pupils participate enthusiastically in a range of extra-curricular activities in sport and the arts. However, there are too few opportunities for pupils to see the links between subjects or to write at length or in subjects across the curriculum. In some classes, pupils spend too much time doing uninspiring exercises to practise their basic skills.

Pupils benefit from the good care and support by all staff. Developing all pupils' self-esteem and sense of responsibility is central to the school's work and is reflected well in the day-to-day life of the school. Provision for pupils with special educational needs and/or disabilities is well managed and there are effective programmes for intervention and support so that these pupils make satisfactory progress. Well thought out and established practices to involve parents when their children enter school, good procedures as pupils move through school and close relationships with the local secondary schools, all ensure that pupils are confident in moving on to the next phase of their education.

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?

Parents and pupils welcome the positive impact the headteacher has had on the school,

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quoting improvements in the Early Years Foundation Stage and on the continuance of the school's calm and caring environment. The headteacher has identified as key areas for development, creating a livelier learning environment and developing pupils' writing. The extended senior leadership team is focusing on these areas and teams have been created to involve all staff in planning new strategies to raise attainment and to secure the necessary improvements. Senior staff are involved in decision making and are developing their planning skills. However, currently there is a lack of rigorous monitoring to ensure that initiatives are being consistently implemented to improve pupils' attainment and progress.

The school has recently developed closer links with outside agencies to support pupils with autism and dyslexia, showing the school's commitment to promoting equal opportunities for all pupils and ensuring that discrimination against any group is avoided at all times. Governors have been instrumental in supporting the school and have clear procedures for evaluating subject areas in school. However, they have not been rigorous enough in monitoring standards and the quality of teaching. They recognise that the new headteacher is involving them more in evaluation of the school and procedures are being developed to monitor what happens in all areas of school life. The school's arrangements for safeguarding pupils meet government requirements and satisfactorily secure pupils' safety. The school makes a satisfactory contribution to community cohesion. The sense of community in the school is strong and there are good links with the local community. There are too few opportunities for pupils to gain an understanding of Britain as a diverse, multicultural society. The school has good relationships with parents and carers, who are provided with frequent information about their children.

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	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children enter the Reception class with skills that are generally below those expected for their age. Their attitudes to school and to learning are positive and this is a major reason for the good progress they make. Staff try to make learning interesting and relevant and increasingly adapt the curriculum to respond to children's interests. For example, the role play area is set out as a police station and police officers visit the class. However, there is too much emphasis on teacher-led activities rather than providing opportunities to develop children's skills through choosing, working independently or initiating their own learning. Children know about staying healthy and understand how germs can be spread. They play safely together both indoors and outdoors and show care and concern for one another. Welfare requirements are met and children are cared for well. They settle into school happily as a result of the strong links with pre-school providers and with parents. Leadership and management are satisfactory. The Early Years Foundation Stage leader is developing a deeper understanding of the needs of this age group, and targeted training and development for staff has led to improvements in provision and leadership. There are developing procedures to record children's progress, but assessments are not yet used well enough to identify next steps in learning for children, especially for the most-able. Parents are satisfactorily informed about their children's progress and are sufficiently involved in supporting their learning.

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	2
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 total of 63 parents and carers responded to the Ofsted questionnaire and analysis showed that support for the school is very strong. Most parents and carers support the work of the school and the way it helps pupils to be healthy and enjoy school. They comment especially upon pupils' enthusiasm for extra-curricular activities and the way in which the school helps them to support their children at home. All respondents believe that the school encourages children to be healthy and prepares them well for the next phase of education. Parents and carers are also strongly supportive of the leadership and management of the school, the quality of teaching and the way in which the school meets children's needs. A very small minority believed that behaviour was not well managed. Inspectors saw outstanding behaviour in the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langley Moor Primary School 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	61	22	34	3	5	0	0
The school keeps my child safe	50	78	13	20	0	0	1	2
The school informs me about my child's progress	26	41	36	56	1	2	0	0
My child is making enough progress at this school	27	42	35	55	2	3	0	0
The teaching is good at this school	42	66	22	34	0	0	0	0
The school helps me to support my child's learning	34	53	26	41	0	0	0	0
The school helps my child to have a healthy lifestyle	39	61	22	34	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)	31	48	30	47	0	0	0	0
The school meets my child's particular needs	33	52	26	41	2	3	0	0
The school deals effectively with unacceptable behaviour	27	42	34	53	1	2	0	0
The school takes account of my suggestions and concerns	27	42	33	52	2	3	1	2
The school is led and managed effectively	31	48	28	44	2	3	0	0
Overall, I am happy with my child's experience at this school	42	66	22	34	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



24 November 2009

Dear Pupils,

Inspection of Langley Moor Primary School, Durham, DH7 8LL

On behalf of the inspection team, thank you so much for making us welcome when we inspected your school.

You go to a satisfactory school which knows what to do to make itself better. The staff care for you very well. Teachers help you learn satisfactorily. The team was impressed by the pride you take in your work. You behave exceptionally well, work very hard in your lessons, and you look after one another admirably. You are polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and sports activities. Your parents and carers like the school very much.

I have asked your teachers to do the following things to help your school to improve.

- Help you to reach higher standards in Key Stage 1 and in the tests at the end of Year 6, especially in writing and mathematics.
- Make sure that your lessons are more exciting and challenging, with your teachers matching tasks and activities to your needs and making sure that you all know how to improve your work.
- Help you to understand more about people from different faiths and cultures who live in Britain and around the world.

You can help by continuing to do your very best and keeping up your good attendance, as I am sure you will. I wish you every success in the future.

Yours sincerely

Mr Gordon Potter

Lead inspector

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