

Langley Park Primary School

Inspection report

Unique Reference Number	114193
Local Authority	Durham
Inspection number	338310
Inspection dates	3–4 February 2010
Reporting inspector	Ann Wallis

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	206
Appropriate authority	The governing body
Chair	Mr Chris Bloor
Headteacher	Miss Dorothy Brennan
Date of previous school inspection	Not previously inspected
School address	Langley Park Durham DH7 9XN
Telephone number	0191 3731398
Fax number	0191 3737270
Email address	langleypark@durhamlearning.net

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspectors spent 85% of the inspection looking at learning, visited 12 lessons, and observed 10 different teachers. They held meetings with governors, staff, the School Improvement Partner and groups of pupils. They observed the school's work, and looked at the school improvement plan, pupils' books, assessment and tracking data and other documentation. Inspectors also analysed 81 parental, 11 staff and 105 pupils' responses to questionnaires.

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

- the quality of school self-evaluation and how well this is used to bring about improvement
- the quality of teaching across the school and how well assessment is used to help pupils improve their work
- the progress of all groups of pupils, including boys, children in the Early Years Foundation Stage and those with special educational needs and/or disabilities, particularly in English
- the quality of care, guidance and support pupils receive and whether this is a strength of the school.

Information about the school

This is an average-sized primary school which serves a rural village five miles north-west of Durham. A well-above-average proportion of pupils are entitled to free school meals. Most pupils are White British and few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. The school has gained Artsmark, Activemark, Eco-schools and Healthy Schools awards. Provision for the Early Years Foundation Stage is in one Nursery class and one Reception class.

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?

2

The school's capacity for sustained improvement

2

Main findings

Langley Park Primary is a good school where pupils make good progress and achieve well. Strengths of the school's work include the wide range of experiences it provides for pupils through good links with partner schools, visits overseas and good use of information and communication technology (ICT). Pupils' social, moral, spiritual and cultural development is good and this is reflected in their good behaviour and willingness to contribute to the school and wider community. Parents and pupils are particularly appreciative of the good care, guidance and support the school provides. Since the previous inspection, results in national tests have improved and teachers have a much better understanding of the progress their pupils are making. Leaders and managers monitor the school's work carefully, evaluate its effectiveness accurately and have identified a clear set of priorities to raise achievement further. Newly appointed staff are already helping to move the school forward and contributing to its good capacity for further improvement.

Pupils enter the Nursery with skills which are below those expected for their age and make satisfactory progress in the Early Years Foundation Stage. However, planning does not always ensure that children's play is purposeful and there are insufficient opportunities for children to question and investigate. Pupils' progress accelerates as they move through the school and they make good progress to reach broadly average standards when they leave Year 6. In tests in 2009, pupils achieved particularly well in mathematics and science, as they have done for the last three years, but less well in English. Girls' achievement was better than that of boys. The school already has strategies in place to close these gaps and there are early signs that they are beginning to narrow. Pupils achieve well because teaching is good overall. Lessons are well planned, teachers are knowledgeable and make good use of ICT to engage pupils' interest, particularly that of boys. However, in some lessons teaching is less successful. Lesson objectives are not sufficiently sharply focused and a few pupils lose concentration when teacher introductions to the lesson are too long. Assessment is not always helpful in guiding pupils on how to improve their work. Good practice is not yet shared sufficiently widely to increase the proportion of teaching which is good or better.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress, particularly in English by:
 - sharing good practice in teaching to increase the proportion which is good or better

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

- developing further strategies to improve the progress of boys
- ensuring lesson objectives are sharply focused and teachers have high expectations of what pupils are going to learn
- ensuring marking and assessment are consistently helpful across the school and give pupils clear guidance on how to improve their work.
- Improve the quality of outcomes for children in the Early Years Foundation Stage by:
 - ensuring that planning includes purposeful play and exploration both in and out of doors
 - providing a balance of activities that engage children's interest and encourage them to question and investigate.

Outcomes for individuals and groups of pupils**2**

Pupils were seen to be making good progress in lessons. They have positive attitudes to learning and most are keen to contribute, answer questions readily and work hard. Pupils' attainment in Key Stage 1 is now rising and in 2009, Year 2 pupils reached average standards overall, although results in reading were below those in writing and mathematics. At the end of Year 6, standards have been broadly average for the last three years and show a slight improvement year-on-year. Although all pupils achieve well, and most meet the challenging targets set for them, girls make more progress than boys. In 2009, boys did not achieve as well as girls in English so results in this subject were lower than those in mathematics and science. Pupils with special educational needs and/or disabilities achieve well because they receive constructive individual help from teachers and teaching assistants. The school's data show that current pupils in Year 6 are achieving well and are on track to reach their targets this year.

Pupils have a good understanding of the need to eat healthily and to take plenty of exercise. They feel safe in school and enjoy their opportunities to take responsibility as playground buddies, as members of the school council and on the school nutrition group, which is seeking to improve school dinners. In spite of the school's attempts to improve it, attendance remains broadly average. Pupils' basic skills are developed satisfactorily. Most have a good understanding of ICT and work well together in pairs and teams. Consequently, they have a sound preparation for later life.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Most teaching is good but some is satisfactory and a very small amount of inadequate teaching remains. In most lessons pupils make good progress because teachers know them well and match work carefully to their abilities. Teachers explain work clearly and ask perceptive questions which extend pupils' skills and understanding well. In some lessons, the objectives are not sufficiently sharply focused so pupils are not sure exactly what they need to learn. In others where expectations are not high enough or where the teacher talks for too long, a few pupils lose concentration and their pace of learning slows down. There are examples in some classes of good quality marking and assessment but this good practice is not yet consistent across the school so pupils are not always sure how to improve their work.

The curriculum is good and meets pupils' needs well. The wide range of enrichment activities which the school provides broadens pupils' knowledge and understanding very well. Pupils particularly enjoy visits to major sporting venues, outdoor activities and the opportunity to go to France and Belgium which the school provides. Links with other schools and organisations, visitors to the school from other faiths, and good opportunities to develop their ICT skills all contribute to a rich and varied curriculum. Pupils and parents are appreciative of the good care, guidance and support which the school provides. All pupils and particularly those who are vulnerable are very well supported. The school recognises their individual talents and celebrates and develops these in order to give less confident pupils the ability to succeed.

These are the grades for the quality of provision

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 quality of teaching Taking into account: The use of assessment to support learning	2
	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 and governors provide clear and effective leadership for the school. They are well supported by a close-knit team of senior staff who have a good blend of experience and new ideas. They articulate a clear vision for the school and are firmly focused on raising attainment. The school has already been successful in improving teaching by providing good support and further training for staff. Clear plans are in place to improve teaching further and the school recognises the need to share good practice more widely to achieve this. The school tackles discrimination and promotes equal opportunities satisfactorily. Gaps between the achievement of boys and girls still exist, although the school is now successful in its efforts to reduce these. All safeguarding procedures are firmly in place and arrangements for child protection and risk assessments are robust. The school makes a good contribution to the promotion of community cohesion in the local area and also develops well pupils understanding of other faiths and cultures and of the national and global community in which they live. Finances are well managed and the school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

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

Early Years Foundation Stage

Children arrive in the Nursery and settle quickly in a warm, caring atmosphere. Their skills on entry are below those expected for their age, particularly in communication, language and literacy, and personal, social and emotional development. Boys enter at a lower level than the girls. The plans for developing skills in communication, language and literacy and for increasing the participation and development of boys are showing some early signs of success, but have not yet had time to impact on data. Children in the Early Years Foundation Stage are able to make choices and sustain concentration. They play well together, share and take turns and have good relationships with adults. Behaviour is good. By the time they enter Year 1, all have made satisfactory progress but standards remain below average. Adults ensure that activities and practices are safe. However, there are not enough opportunities for children to respond to challenges or to learn through investigation. As a result, opportunities to extend their thinking through talk are missed. All children benefit from access to an outdoor area which is currently being developed to include all areas of learning. The provision is competently led and staff have successfully implemented the Early Years Foundation Stage requirements. The 'Learning Journey' records that the school is putting into place enable the children's achievements to be shared and staff have an understanding of each child's needs and interests. However, the systematic analysis of assessments is not fully developed and this means that the planning of new learning does not always build on the children's skills to enable them to make good progress. Planning for purposeful play and exploration both in and out of doors is currently underdeveloped.

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

The large majority of parents are very supportive of the school. Some wrote extensively about the good quality of care their children receive and the good progress they are making. Inspectors agree with these views. Some parents are concerned about school lunches and a few want more information from the school about their children's progress. Inspectors feel the school is making real efforts to improve lunches and is involving pupils in this process. Communication with parents was found to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langley Park 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	56	26	38	4	6	0	0
The school keeps my child safe	39	57	27	40	2	3	0	0
The school informs me about my child's progress	29	43	29	43	7	10	3	4
My child is making enough progress at this school	26	38	34	50	5	7	1	1
The teaching is good at this school	26	38	34	50	5	7	1	1
The school helps me to support my child's learning	31	46	29	43	5	7	1	1
The school helps my child to have a healthy lifestyle	25	37	35	51	4	6	2	3
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)	22	32	33	49	7	10	1	1
The school meets my child's particular needs	22	32	41	60	3	4	1	1
The school deals effectively with unacceptable behaviour	20	29	35	51	2	3	7	10
The school takes account of my suggestions and concerns	20	29	34	50	7	10	3	4
The school is led and managed effectively	28	41	32	47	3	4	2	3
Overall, I am happy with my child's experience at this school	33	49	31	46	3	4	1	1

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.



5 February 2010

Dear Pupils

Inspection of Langley Park Primary School, Durham, DH7 9XN

Thank you for making us so welcome when we visited your school this week. We were really grateful to those of you who took time to talk with us and tell us all about the good things happening at your school. Your politeness, mature behaviour and the way you were keen to help each other really impressed us.

These are the main things we have said about your school in our report:

- yours is a good school where you make good progress, reach average standards and achieve well
- your school is well led
- teaching and the curriculum you follow are good
- your behaviour is good and your attendance is average
- the care, guidance and support you receive are good
- children in the Nursery and Reception classes make a satisfactory start to their education.

This is what we have asked your school to do now:

- Help you to make even faster progress, particularly in English, by:
 - making all lessons even better
 - making sure the boys do as well as the girls
 - making sure you are clear about what you have to learn and know how to improve your work.
- Improve the quality of learning for children in the Nursery and Reception classes.

You can help your school to improve even further by continuing to behave well, attending school regularly and working with your teachers to achieve the very best you can.

Yours sincerely

Mrs Ann Wallis

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.