

Langney Primary School

Inspection report

Unique Reference Number	114457
Local Authority	East Sussex
Inspection number	338369
Inspection dates	30 June –1 July 2010
Reporting inspector	Lindsey Diamond

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	437
Appropriate authority	The governing body
Chair	Gaynor Coleman
Headteacher	Darren Vallier
Date of previous school inspection	4 July 2007
School address	Chailey Close Eastbourne BN23 7EA
Telephone number	01323 762177
Fax number	01323 760189
Email address	office@langney.e-sussex.sch.uk

Age group	3–11
Inspection dates	30 June –1 July 2010
Inspection number	338369

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 four additional inspectors. The inspectors visited 18 lessons, observed all 13 class teachers and had meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's self-evaluation documentation, monitoring and assessment information, lesson plans, and analysed 140 parental and 30 staff questionnaires as well as talking informally to groups of parents and carers. The school's safeguarding procedures were also evaluated.

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

- the impact of the quality of learning in lessons on pupils' attainment, especially boys
- if attainment in Key Stage 1 has improved since the previous inspection
- whether the increased provision for writing is having an impact on the quality of work that learners produce
- the impact of leaders and managers, at all levels, on driving improvements across the school, but particularly in Key Stage 1.

Information about the school

Langney is a larger than average primary school. Most pupils attend from the immediate area. The proportion of pupils with special educational needs and/or disabilities is significantly higher than that found nationally, although there is a lower than average proportion of pupils with statements of special educational needs. The number of pupils who are known to be eligible for free school meals is above the national average. Most pupils are from a White British background. Since the last inspection, the school has gained a Healthy Schools Award and information and communication technology (ICT) Mark

The Early Years Foundation Stage provision has two Reception classes and a nursery unit. Children join the school from a wide range of pre-school settings. There is a Children's Centre on the site, but this is not managed by the school and was not reported on as part of this inspection.

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?

1

The school's capacity for sustained improvement

1

Main findings

Langney is an outstanding school. It has significantly improved under the positive and visionary leadership of the headteacher and senior team. They are enthusiastically supported by the whole staff and extremely effective governing body. The whole team has worked very hard at developing what are now excellent links with parents. The school instils in its pupils a clear sense of values, self-belief and pleasure in learning. As one pupil said, 'I am moving up that mountain, getting better and better every day.'

The highly rigorous systems for evaluating the strengths and weaknesses of the school have clearly played their part in improving its performance. The school responds promptly and effectively to guidance given to it by external evaluations, such as those from the local authority, in order to improve what it offers to pupils. Staff are successfully eradicating any differences in the achievement of groups of pupils, such as those with special educational needs or who have English as an additional language. Boys' learning, an issue from the last inspection, has had a high focus. Although there is still some disparity in outcomes between boys and girls, the gap has narrowed significantly. Information on pupils' progress is accurately captured and tracked by the leadership of the school. However, more consistent analysis by individual staff in some year groups, especially in Key Stage 1, needs to be done to ensure that all pupils make the same high levels of accelerated progress. Nevertheless, from below average starting points, pupils reach broadly average attainment by the time they leave Year 6 and, in a number of areas, pupils' personal development is exemplary.

While achievement is good overall with some individual outstanding progress seen, the quality of learning throughout the school is not yet consistent across all year groups. The leadership of the school recognises this and strategies for support and improvement are already in place, although they have not yet had time to be fully embedded. In the better lessons, pupils make very good gains in their learning. Although historically outcomes in writing are not as strong, the school's tracking and inspection evidence indicates at least satisfactory progress for all groups this year, with pupils on track to reach their increasingly challenging targets. Examination of pupils' work shows that writing skills, presentation, spelling and handwriting skills continue to improve.

Pupil behaviour is outstanding. This is reflected in the classrooms, as pupils move around the school, during assembly and at play and lunchtimes. On just a very few occasions, it was not at the same high level but this was because teaching was not as stimulating and pupils were seen to go 'off task' rather than misbehave.

The work done to improve school self-evaluation, embed a vision based on values and redress the dip in attainment which occurred after the last inspection, as well as the

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

effective action being taken to eradicate pockets of underachievement, especially in Key Stage 1, demonstrate the school's outstanding capacity to improve and to fulfil its ambitious vision for the future.

What does the school need to do to improve further?

- By July 2011, raise end of Key Stage 1 attainment so that all pupils, except those with identified special educational needs, are working to at least age expected levels by:
 - making better use of assessment strategies and information to inform planning for learning
 - providing consistently good levels of challenge so that pupils can move on to the next stage of learning at a faster pace
 - ensuring activities are varied and carefully matched to the full range of pupil needs.

Outcomes for individuals and groups of pupils

1

Pupils enjoy school because lessons are well organised and strong relationships contribute to an extremely positive climate for learning. In a Year 3 lesson, very strong and flexible planning to improve mathematical skills resulted in pupils making outstanding gains in their learning and working independently. They were very well motivated by the teacher's excellent use of toy cars to estimate and measure height, length and width. During this lesson, one pupil explained 'I am a bit wobbly about maths, but my teacher helps me to understand.'

Over the last few years, marked improvements are evident wherever there has been a specific focus and drive to improve, for instance on standards in writing. However, there are still differences in academic progress between key stages, with relatively slower progress consistently seen in Key Stage 1.

Other key features of pupils' outcomes are:

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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good overall, with some outstanding individual lessons seen. However, learning in Years 1 and 2 is more variable, and therefore learning does not maintain such a high pace. This is because in some of these classes, teachers do not use day-to-day assessment information well enough to help pupils understand what they need to do to improve, and so do not provide the highest level of challenge for all ability groups. In contrast, in the very best lessons, assessment is used effectively to identify next learning steps for each learning group and is clearly shared with the pupils. As one Year 5 child explained, 'They tell us how we need to improve.' Likewise, the strongest lessons created purpose to the learning, such as when Year 4 pupils were given the task of measuring the perimeter and area of different structures in the school in order to support the caretaker in his maintenance duties. The outstanding curriculum, recognised by a number of national awards, provides breadth and balance and has effectively focused on the learning needs and interests of boys in order to redress the previously identified learning gap between them and girls. Drama and music are used very effectively as tools for learning, and to extend the curriculum beyond the school day. Likewise, the outstanding level of care, guidance and support ensures that pupils feel able to fully engage with the curriculum.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	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

The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior leaders show an outstanding drive and ambition to take the school forward. The headteacher has an extremely clear vision and is determined not to be complacent. His highly accurate view of teaching is used to sharpen provision and target the most important areas for improvement. He is very well supported by members of the governing body, who monitor and evaluate the work of the school effectively, providing both challenge and support. Tracking of achievement over time has been thorough and senior leaders are extremely rigorous in their analysis of data. They quickly identify any dips and swiftly put sensible strategies and interventions in place to promote improvement. There are plans in place to further enhance this by ensuring that teachers are fully analytical in their roles as leaders of learning. All this has resulted in raising pupils' outcomes in many areas. The school promotes equalities well. This is supported by the high levels of respect that pupils show for one another, clearly demonstrating the good set of values and principles that the school promotes and a lack of any form of discrimination.

The school improvement plan clearly identifies areas for development, with well-thought-out strategies to take the school forward. The leadership team is open and honest about these areas and is working hard internally, and with the local authority, to develop them.

Links with parents and carers are very strong, with one parent expressing the views of many in stating that the school provides good 'support for parents' in helping with their children's learning. Many parents report how positively their child feels about school, such as stating that they 'love school' and are 'blossoming'. The school has worked exceptionally hard to ensure that parents' views are taken into account. Parents are involved in decision making, and the school holds regular coffee mornings and 'Think Tanks' for parents and carers so that both groups can work together in promoting the development of the school. Parents and carers are kept very well informed about matters that relate to their child. Family Learning is well established at Langney.

Good partnership links have been established with support agencies. All safeguarding procedures and checks on adults are robust. Through a thorough audit and evaluation of the provision, the promotion of community cohesion is good. Pupils develop a clear understanding of the local and global community but their understanding of the national community is less well developed.

These are the grades for leadership and management

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 effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	1

Early Years Foundation Stage

The recent significant investment in the provision for these children shows the high value that the school puts on early education, whilst good links with parents ensure that children settle well into school life. Most children enter Nursery with skills and knowledge below those levels expected for their age but a significant number have weaker communication, language and literacy skills. They make good progress in both the Nursery and Reception classes and generally reach standards that are average or above by the time they start in Year 1. Children's personal, social and emotional development and their communication and language skills are developed well because adults make expectations clear and constantly encourage and challenge all children. Behaviour is good. Children understand some aspects of health and enjoy the healthy fruit snacks, whilst many know about the general benefits of healthy eating. However, they are less clear about the need to wash hands after going to the toilet or before eating, or about sun safety. Adults encourage children to respond individually to questions and to talk to each other, helping them to make good progress in their speaking and communication skills. The outdoor areas are used to support learning, although space is restricted. As a result, not all areas of the curriculum are fully explored as highly as they could be. Leaders and managers know what works well and what needs to be improved. Care and welfare are good and contribute to children's positive achievement. Transition from Nursery to Reception and then on to Year 1 is very smooth.

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

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

Just under a third of parents and carers responded to the questionnaire. The results are highly supportive of the school. There are few concerns in the comments received that refer to individual rather than generic problems. The inspection team agree with the positive responses received and agree that the school is outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langney 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 140 completed questionnaires by the end of the on-site inspection. In total, there are 437 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	116	83	22	16	1	1	1	1
The school keeps my child safe	117	84	22	16	0	0	1	1
The school informs me about my child's progress	109	78	29	21	0	0	1	1
My child is making enough progress at this school	108	77	30	21	1	1	1	1
The teaching is good at this school	114	81	25	18	0	0	1	1
The school helps me to support my child's learning	108	77	27	19	3	2	1	1
The school helps my child to have a healthy lifestyle	97	69	40	29	1	1	1	1
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)	90	64	44	31	1	1	1	1
The school meets my child's particular needs	97	69	39	28	1	1	1	1
The school deals effectively with unacceptable behaviour	103	74	33	24	2	1	1	1
The school takes account of my suggestions and concerns	88	63	46	33	2	1	1	1
The school is led and managed effectively	115	82	23	16	0	0	1	1
Overall, I am happy with my child's experience at this school	119	85	19	14	1	1	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

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.



2 July 2010

Dear Pupils

Inspection of Langney Primary School, Eastbourne BN23 7EA

Thank you all very much for welcoming us to your outstanding school. We could see how proud you are of it, and enjoyed talking with you and your teachers. We enjoyed the lessons, assembly, lunch times and play times that we saw and were very impressed by how polite and well behaved you all were. You and your parents told us how much you like school and about all the activities that you take part in. Your school is clearly very special.

These are the things we found that your school does especially well:

- You get off to a good start in the Nursery and Reception and continue to make good progress through the rest of the school until you reach broadly average standards by the end of Year 6.
- Your behaviour is outstanding; you are sensible and are very aware of how to keep extremely safe.
- You enjoy and benefit from the very many activities, clubs, visits and visitors that your school provides.
- Your school cares for you very well and teaches you about how to be healthy and to respect and care for others, including those less fortunate than you, such as the children at the school you sponsor in Kenya.
- Your school council are well organised and are working well with your teachers to improve your school even further.
- All staff and governors work very well together to ensure the school continues to improve.
- Your headteacher and senior managers have high expectations of you and they give a very strong lead to everyone.

We have asked the school to improve one area that will make your school even better. This is to really assess learning as it is happening, and then use this information carefully to plan next learning steps, especially in Years 1 and 2. You can help with these improvements by asking questions in learning time and making sure that your teacher knows if work is too easy or too hard, and of course by ensuring that you come to school regularly and on time! Thank you for a very enjoyable visit to your school and

best wishes for your future.

Yours sincerely

Lindsey Diamond

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.