

Langham Church of England (Controlled) Primary School

Inspection report

Unique Reference Number	120180
Local Authority	Rutland
Inspection number	339621
Inspection dates	2–3 December 2009
Reporting inspector	Kenneth Thomas

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Caroline Dooley
Headteacher	Janet Lord
Date of previous school inspection	6 June 2007
School address	1 Burley Road Langham Rutland
Telephone number	01572 722676
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Age group	4–11
Inspection dates	2–3 December 2009
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, including two joint observations with senior staff, and held meetings with governors, staff, pupils and parents. They observed the school's work, and looked at data on pupils' attainment and records of progress, important policies, documents linked to the procedures for safeguarding pupils, teachers' planning and pupils' work. Questionnaires submitted by 84 parents and carers were analysed, as well as those from pupils and staff.

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

- attainment and progress in relation to school targets and the effectiveness of action taken to improve pupils' writing
- the impact of teaching and the use of assessment on pupils' progress
- pupils' personal development as confident and independent learners
- the effectiveness of leadership in monitoring and evaluating school performance and in securing improvement.

Information about the school

This is a smaller than average size primary school. Almost all pupils are of White British heritage. There are few pupils from minority ethnic backgrounds and none who speak English as an additional language. The proportion of pupils eligible for free school meals is below average as is the proportion of pupils with special educational needs and/or disabilities. The proportion with a statement of special education needs is above average. A before-and after-school club on site is managed by the school and was observed as part of the inspection. The school has gained recognition for its work in several areas, including the Quality in Study Support, Intermediate International Schools, Health Promoting Schools, Activemark and Green Flag ECO awards.

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

This is an outstanding school where all pupils achieve exceptionally well because of the lively, stimulating and challenging atmosphere in which they learn. Fundamental to the school's success are outstanding care, guidance and support which, together with painstaking attention to safeguarding, ensure that pupils feel exceptionally safe in its nurturing and family-like atmosphere. Relationships throughout the school are friendly and supportive, with the result that pupils' behaviour is exemplary. Pupils are proud of their school and enjoy it greatly, as seen in their high attendance. Parents and carers are extremely supportive of the school because of the strong links that exist between home and school. Many comment on how much their children enjoy school and how much they appreciate the care the school provides. 'This is a wonderful school, the teachers are great and all very approachable,' is a typical comment.

By the time they leave in Year 6, pupils reach high standards in reading, mathematics and science. Raising standards of writing is a continuing improvement priority and staff are working hard, and with some success, to achieve this objective. Taken overall, the standards reached at the end of Year 6 represent outstanding achievement from pupils' starting points. The energetic and enthusiastic approach of staff inspires high levels of motivation in pupils. In most lessons tasks are well matched to the needs and abilities of different groups and pupils respond well to the many exciting tasks set for them. They make rapid progress as a result. In a few lessons, progress slows because not enough use is made of assessment information to match learning tasks to pupils' abilities. An innovative and well devised curriculum, which effectively challenges pupils' creativity and thinking, makes an outstanding contribution to their excellent achievement and high standards. Their excellent behaviour is underpinned by outstanding spiritual, moral, social and cultural development. The work on the theme of Remembrance in Year 6 provides a particularly impressive and moving example of the development of pupils' literacy, design, historical and artistic skills within a spiritual context.

The enthusiasm of the headteacher and the deputy, with the full support of staff and an outstanding governing body, ensures that there is a constant focus on finding new ways to improve. For example, attainment in writing has improved significantly following the introduction of a new teaching programme. The school assesses its own effectiveness accurately and knows what it needs to do to continue to improve. The strong shared vision and highly effective organisation, together with the success in raising standards and tackling the issues identified at the time of the previous inspection, demonstrate the school's outstanding capacity to continue to move forward.

What does the school need to do to improve further?

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- Make pupils' learning even more effective by ensuring that in all lessons assessment information is used to plan learning tasks which are appropriately challenging for all groups of pupils.

Outcomes for individuals and groups of pupils

1

In lessons, pupils' excellent behaviour and attitudes are seen in their enthusiasm for learning. They comply willingly with requests from their teachers and are keen to answer questions and contribute their ideas. They are particularly good at working in small groups where they speak with assurance and listen respectfully to the thoughts of others. In this highly supportive learning environment pupils become independent and confident learners and do exceptionally well in their work. Standards in English, mathematics and science are rising rapidly, and inspection evidence confirms school assessment information that attainment in Year 6 is high. Because teaching is good and often outstanding, all groups of pupils, including those with special educational needs and/or disabilities, flourish and make rapid progress from the time they enter the Early Years Foundation Stage.

Pupils' excellent academic progress is matched by their personal development. Their outstanding spiritual, moral, social and cultural awareness contributes very positively to the strong sense of community within the school. Assembly times are exceptionally well led and children demonstrate thoughtful and considerate responses to opportunities for prayer and reflection. Pupils are given many opportunities to reflect on their world and consideration of ecological issues is a particular strength of the school. They enjoy taking on responsibilities and older pupils are especially effective in helping the younger ones at play and lunchtimes. Pupils know the importance of leading healthy lifestyles. They can say what foods are good for them and which to treat with caution. Large numbers participate in a variety of physical activities. By the time they leave school, most pupils are confident and articulate young people, very well equipped with the knowledge and skills to allow them to take advantage of their next steps in education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1

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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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 Taking into account: Pupils' attendance ¹	1
	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

An innovative and exceptionally well structured curriculum is central to the school's work. A themed cross-curricular approach enables staff to plan more creatively and flexibly, while ensuring that there is a strong focus on the development of pupils' literacy, numeracy and information and communication technology (ICT) skills. The introduction of a new writing scheme, for example, is having a significant impact on pupils' writing skills. Pupils demonstrate excellent ICT skills and use computers and interactive whiteboards with confidence. Carefully planned provision for personal, social and health education contributes to pupils' excellent personal development. This is reinforced by opportunities for pupils to broaden their experience of the diversity of cultures beyond the immediate locality. An excellent range of extra-curricular activities, clubs, visitors and visits helps children to develop confidence and self-esteem, as well as develop new interests and skills. The before-and after-school provision is successful, well attended and much appreciated by parents.

The lively and enthusiastic approach of staff, their consistently high expectations and detailed knowledge of individual pupils, result in excellent teaching and learning. Consequently, pupils make outstanding progress. A key strength is teachers' skill at diagnosing pupils' individual needs in order to provide additional support for pupils with special educational needs and/or disabilities. Because marking is exceptionally thorough, pupils are very clear about what to do to improve their work. Pupils are provided with many opportunities to demonstrate their skills of creativity and enquiry through problem solving activities and open ended investigations. In most lessons these activities provide appropriate challenge for all ability levels. In a few lessons, teachers do not fully use their knowledge of pupils' prior learning to challenge them sufficiently. On these occasions, pupils' concentration sometimes wanders.

The 'Every Child Matters' agenda is at the heart of the high standards of care that adults provide for pupils. Within this secure and friendly environment the development of pupils' self-confidence and self-esteem are given high priority. As a result, pupils are very happy and thoroughly enjoy school life. Because staff work exceptionally well with a wide range of external support agencies, pupils with special educational needs and/or

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disabilities, and other potentially vulnerable children, receive excellent support. This enables them to get the best out of their school life. There are excellent procedures for introducing children to the Reception class and for ensuring their smooth transition to secondary school.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	2
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?

Leadership and management are outstanding because leaders effectively communicate ambition and have a clear understanding of the school's strengths and areas where further improvement is needed. The headteacher and the deputy provide inspirational leadership and are passionate about ensuring that all pupils achieve their potential in a structured and stimulating learning environment. Because all staff share this vision, a common sense of purpose permeates the life of the school. The school's commitment to equality of opportunity is excellent. As a result, the school is highly successful in removing the barriers to learning for pupils, improving their life chances and in tackling discrimination. The school's processes for self-evaluation are robust and take into account the views of staff, governors and parents. Accurate self-evaluation leads to effective action being taken to remedy any identified weaknesses and to the continuous raising of standards through well focused school improvement planning.

Governors play a pivotal role in the success of the school. They fully understand their role in providing appropriate challenge, allowing no room for complacency. Procedures for child protection, risk assessment and safeguarding are rigorously applied and meet statutory requirements. The promotion of community cohesion is excellent. Pupils develop a thorough understanding of the school community, as well as learning about national and global communities. They have a strong sense of common values and are respectful of the values and beliefs of others.

These are the grades for leadership and management

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

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 the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Most children enter the Reception class with knowledge and skills broadly typical for their age. From these starting points, children make good progress and most meet or exceed the early learning goals in each of the areas of learning by the time they enter Year 1. Outstanding teaching and a stimulating environment ensure that children enjoy learning. The excellent range of activities is well-matched to children's needs and development, and there is an appropriate balance between activities that children choose for themselves and those directed by adults. Outdoor provision is used effectively to consolidate learning indoors. An example of this was observed when the children went on a 'texture trail'. Children clearly enjoyed this outdoor learning, which was both purposeful and exciting. They were totally engrossed in their search for hidden objects that had different textures. Excellent systems for tracking children's progress are well supported by the regular collection and evaluation of examples of children's work. Children's welfare and safeguarding are given high priority and are effective. The children who attend the before-and after-school club benefit from the experience as the activities given to them help to develop their learning skills. Adults provide excellent role models for children, who become increasingly enthusiastic about learning as their confidence grows. Strong partnerships with parents support this growth in children's confidence.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

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

The inspection team received a good response to the questionnaires. Parents and carers are highly supportive of the school. There is strong agreement that children enjoy coming to school and make good progress. They feel that children are well prepared for the future and that the school is well managed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langham Church of England (Controlled) 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	81	15	18	1	1	0	0
The school keeps my child safe	70	83	13	15	0	0	1	1
The school informs me about my child's progress	56	67	25	30	3	4	0	0
My child is making enough progress at this school	58	69	23	27	3	4	0	0
The teaching is good at this school	64	76	20	24	0	0	0	0
The school helps me to support my child's learning	57	68	25	30	2	2	0	0
The school helps my child to have a healthy lifestyle	66	79	18	21	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)	56	67	27	32	1	1	0	0
The school meets my child's particular needs	58	69	24	29	2	2	0	0
The school deals effectively with unacceptable behaviour	53	63	30	36	0	0	0	0
The school takes account of my suggestions and concerns	56	67	26	31	1	1	0	0
The school is led and managed effectively	71	85	13	15	0	0	0	0
Overall, I am happy with my child's experience at this school	71	50	71	50	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.



4 December 2009

Dear Pupils

Inspection of Langham Church of England (Controlled) Primary School, Langham LE15 7HY

Following our visit to inspect your school, I want to tell you what we found. First I would like to say thank you for making us feel so welcome and making our visit one that we will remember for a long time. We have told your teachers how you were all really helpful and polite, and it was really good to hear how much you enjoy school.

We agree with you and your parents that this is an outstanding school and one that is helping you to do exceptionally well. This is seen in the excellent progress that you make as you move through the school. Your excellent behaviour in lessons is a considerable help to your teachers because it enables them to concentrate on making your work interesting and helping you to learn. This is one of the reasons why you are doing so well. We were particularly pleased to see the way in which you take time to reflect carefully in assembly on what has been said and join together in prayer.

There is a really friendly and positive atmosphere in the school. The curriculum is enriched by a first-rate range of visits and after school activities that broaden your experiences. You know that all the staff take good care of you and work hard to keep you safe and healthy. Your headteacher leads the school exceptionally well and, together with her deputy, staff and governors, makes sure that you make the most of your time there. You told us that you think your school is a very special place and we agree with you. However, even outstanding schools can improve some things and we have asked your teachers to make sure that you are really made to think hard in all of your lessons.

Your parents are rightly pleased that you attend such an excellent school. Keep up all the good work and always remember to do your best. Thank you again for making our visit such a memorable one!

Yours sincerely

Kenneth Thomas

Lead Inspector

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