

# Langenhoe Community Primary School

Bracken Way, Abberton, Colchester, CO5 7PG

**Inspection dates** 9–10 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children make good progress in Reception because of the range of planned activities available to stretch and challenge them.
- Pupils achieve well. Attainment rose sharply in 2012 and pupils in Year 6 reached above-average standards in English and mathematics. Rates of progress continue to improve in both subjects.
- The quality of teaching is good. Teachers encourage positive attitudes in pupils that help them to learn quickly.
- Pupils enjoy school, feel safe and behave respectfully to each other and to staff. Attendance has been at or above the national average for the last three years.
- The school's senior leaders and governors work constantly to improve the school, especially pupils' progress and safeguarding.
- Governors have a good understanding of the school's strengths and weaknesses. They use their knowledge about how well pupils are doing to hold leaders to account.

### It is not yet an outstanding school because

- Not enough teaching is outstanding. In some lessons, pupils are not moved on quickly enough to more challenging work.
- Pupils' progress in writing does not yet match their progress in reading and mathematics.
- Teachers do not consistently use marking to identify the next steps in the pupils' learning.
- The school does not always communicate often enough with parents to keep them well informed, particularly about how their children are doing.

## Information about this inspection

- The inspector observed 11 lessons, of which two were joint observations with the headteacher.
- Meetings were held with a group of pupils, governors including the Chair and Vice-Chair of the Governing Body, senior and subject leaders, a representative from the local authority and the school's Improvement Partner.
- The inspector took account of the 23 responses to the online questionnaire (Parent View), letters and telephone calls received from parents, and discussions with parents at the school gate. Staff questionnaires were also taken into account.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, monitoring documentation, records relating to performance management and safeguarding, the school's self-evaluation and improvement planning.

## Inspection team

Patricia Hunt, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Langenhoe Community Primary School is smaller than the average-sized primary school.
- The large majority of pupils come from a White British background and the remainder from other mixed backgrounds. There are few pupils who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs has risen over the last year and is now above average.
- The proportion of pupils supported by the pupil premium (extra funding for pupils known to be eligible for free school meals) is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The school operates within a local partnership of schools to share advice and support and to explore new ways of improving their teaching and pupils' achievement.

### What does the school need to do to improve further?

- Raise achievement in writing so that pupils make as rapid progress as they do in reading and mathematics by ensuring that all teachers:
  - show pupils how to write clear, accurate and well-constructed pieces whose meaning is immediately clear to the reader
  - move pupils on to more challenging work once they have demonstrated their understanding of what is being taught in the initial phase of the lesson
  - give pupils more opportunities to practise their writing in subjects other than English.
- Increase the proportion of teaching that is outstanding by:
  - ensuring that all activities reflect pupils' known ability and prior attainment and are designed to ensure that they make rapid progress.
  - raising teacher's expectations of what all pupils can do, including the more able, so that they are consistently given work that makes them think hard
  - ensuring that, in their marking, all teachers consistently give pupils clear guidance about the next steps they need to take in their learning.
- Work more closely with all parents to involve them more in their children's education and ensure that they have full information about how their children are doing.

## Inspection judgements

### The achievement of pupils is good

- Children start in Reception with skills that are a little above those typically seen in children of their age. They make good progress because teachers carefully plan activities to hold their interest and which challenge them. School data shows that, in 2013, a good proportion of pupils exceeded the early learning goals in all areas, including literacy and mathematics.
- In 2012, results for Year 6 pupils in English and mathematics were at their highest level for five years. They were the equivalent of more than a year ahead of pupils nationally. The rise in attainment was most noticeable at the higher levels, and more-able pupils performed well. The proportion of pupils who exceeded the progress expected of them in writing was above average.
- Results in writing dipped in 2013 and pupils made slower progress in writing than in reading or mathematics. Results overall are likely to be in line with the national average, although that still represents good progress in relation to the pupils' different starting points. Pupils working in the current Year 6 make good progress and a high percentage are on track to exceed national expectations in all areas by the end of the year. The school's current data shows that gaps in learning between girls and boys are rapidly closing.
- Disabled pupils and those who have special educational needs are very well supported and make good progress relative to their starting points.
- Pupils make good progress from the time they first enter the school to when they leave at the end of Year 6. Although standards in Year 2 in reading, writing and mathematics were all below average in 2012, this cohort included several pupils with identified learning difficulties. Over the past year, these pupils have benefited from individual support. They have made accelerated progress as a result, so that they are now achieving in line with expectations. Although national averages for 2013 are not yet available, standards in Key Stage 1 this year have risen in all three subjects.
- In 2012, in Year 6, there were no pupils eligible for the pupil premium and, across the school, the number of these pupils is very small. However, from their starting points, these pupils make similar progress to other pupils in both English and mathematics. It is not possible to comment on their attainment in English and mathematics in detail without identifying individual pupils.
- Reading is taught effectively and pupils of all ages are encouraged to read widely. Able readers in both key stages can confidently discuss their favourite books and authors. Phonics (the sounds letters make) is taught well so that early readers use successful strategies to decipher unfamiliar words. Pupils' performance in the 2012 phonics screening check was well above the national average and this is also likely to be the case when national comparisons are available for 2013.
- Pupils' progress in writing is not as rapid as that in reading and mathematics because teachers do not all show pupils how to write well-constructed text that can be readily understood by its reader. Pupils do not get enough opportunities to use and apply their writing skills in subjects other than English.

### The quality of teaching is good

- Teaching is typically good. It has improved since the last inspection, as confirmed by the

school's effective monitoring systems and the lessons seen during the inspection. Pupils' positive attitudes contribute well to their successful learning. The learning atmosphere in lessons is highly positive. Pupils are encouraged by all teachers to ask questions, and for help when needed, and they do this confidently.

- Opportunities for pupils to discuss their ideas with their classmates are used well to build pupils' confidence and resilience. For example, older pupils were able to show competence in analysing and applying information to solve problems in mathematics by confidently discussing the problem with their partners and challenging each other's knowledge and understanding.
- Teachers and teaching assistants are very enthusiastic and work effectively together to support all pupils, including disabled pupils and those who have special educational needs.
- Information and communication technology is used well in lessons to extend the range of opportunities for pupils to learn. Interactive whiteboards, tablet computers and laptops are used effectively to encourage pupils to research information, solve problems and record their work.
- The best teaching inspires pupils and encourages them to have positive attitudes to learning. Teachers explain tasks clearly and make good use of assessment in lessons to clarify for pupils the next steps in their learning. Nearly all lessons move at a brisk pace because routines and relationships are very well established. In a well-taught phonics lesson, for example, the teacher's own use of phonics was very precise and accurate and this led to rapid progress by a more-able group of pupils.
- Teachers mostly have high expectations for pupils' progress and these are reflected in the challenging work they provide for pupils of all abilities. However, in a few lessons, not enough is expected of pupils and here, the progress of individuals, including some more-able pupils, slows. This is also the case in those lessons where teachers do not ensure that all of the activities they set are matched to pupils' different capabilities, and where pupils who have mastered a task are not moved on quickly enough to more challenging work.
- Teachers ensure that, in their books, work is well presented and pupils are given, and take, frequent opportunities to work independently on extended pieces of work. However, marking does not always provide sufficient guidance to pupils on how to move to the next level. Pupils commented that they do not always know what their next steps might be to stretch and challenge them.

### **The behaviour and safety of pupils are good**

- Pupils enjoy school and feel safe. Evidence from the online questionnaire (Parent View), discussions with parents at the start of the day and letters received confirm that the large majority of parents agree with this view.
- Pupils say that teachers make learning fun and that behaviour in the classroom and on the playground is good. Pupils are clear about systems to reward good attitudes and good behaviour. These ensure that they are always attentive and keen to learn. Pupils talked excitedly about reward trips that take place each term.
- Pupils know about the different forms of bullying, including cyber-bullying, and say that bullying is rare at this school. They are clear about what they would need to do if they were bullied and feel confident in talking to staff in the school.

- Pupils' attendance has been at or above national average for the last three years. There have been no exclusions in the last three years.
- Pupils have a good sense of teamwork. This was seen often in lessons, where pupils helped and supported each other. Pupils know the difference between right and wrong. In lessons and assemblies, there are good opportunities for pupils to think and reflect on life's issues.
- Pupils have learned to be healthy. They also talked about the range of opportunities made available to them after school. 'Grandparents' lunch', which took place during the inspection, is a good example of the emphasis the school places on building positive relationships between pupils, parents and the extended family.

### **The leadership and management are good**

- The headteacher, senior leaders and governors are committed to improving the school, especially pupils' progress. Leaders have an accurate knowledge of the school's performance because information is detailed and analysed regularly. Reports from the School Improvement Partner confirm that the school's self-evaluation is accurate and rigorous.
- Leaders make regular checks on lessons, pupils' work and the progress pupils make, and action is quickly taken when needed. This was apparent when achievement fell in Year 2. Leaders quickly supported the teacher and the pupils concerned and, as a result of this, pupils went on to make accelerated progress in the following year.
- The school has worked systematically and largely successfully to improve teaching. Other staff with leadership responsibilities play a full part in monitoring teachers' work and sharing examples of good practice across the school. The deputy headteacher is currently developing a coaching and mentoring programme for teachers to improve practice, with the aim of moving good teaching to outstanding. The school is part of a consortium of schools who are working together to provide additional support and expertise.
- Teaching promotes pupils' basic skills well. A range of topics that provide a more creative and interesting range of learning opportunities appeal to both girls and boys, and the personal goals set from this, such as resilience and team work, are reinforced across all subjects. Pupils do not, however, have enough opportunities to write in subjects other than English.
- The majority of parents and carers are happy with the school and the education it provides for their children. They are happy with the work of school leaders. Nevertheless, the school has recognised the need to improve communication and the sharing of information with parents, particularly about how well their child is doing.
- Recent funding for physical education is being targeted to provide training for teachers, aimed at strengthening the teaching of physical education. Extra-curricular opportunities are also being made available to allow pupils to experience sporting activities which they have not previously had access to or tried before. This funding is being supplemented by additional funding from the school's budget.
- All statutory arrangements for safeguarding are met.
- Because the local authority has judged the school to be successful, it has adopted a light-touch approach in supporting the school.

■ **The governance of the school:**

- Governors are well trained and experienced, and bring a wide range of skills to their work in school. They have worked well with the headteacher, supporting her, particularly when she was new in post. Governors have a good understanding of the school's strengths and areas for development. They make sure that school leaders are challenged and held to account for pupils' achievement. Governors keep a careful check on the progress of pupils eligible for the pupil premium. They are aware of how this funding has been spent and the impact it has had. Governors set robust targets for the headteacher and make clear links between the performance of teachers and their salary progression. The governing body are forging links with governors in other schools across the consortium.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	114729
<b>Local authority</b>	Essex
<b>Inspection number</b>	428216

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	144
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clayton Beckwith
<b>Headteacher</b>	Jacqueline Martin
<b>Date of previous school inspection</b>	1 May 2012
<b>Telephone number</b>	01206 735267
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