

# Church Langton Church of England Primary School

Stonton Road, Church Langton, Market Harborough, Leicestershire LE16 7SZ

## Inspection dates

12–13 July 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a good school

- The drive and ambition of leaders, including governors, ensure that the school continues to move forward and provide well for its pupils.
- There is good communication with parents, who are highly supportive of the school's work.
- Consistently good teaching means that most pupils make strong progress as they move through the school.
- By the end of Year 6, standards in reading, writing and mathematics are well above average.
- The curriculum promotes pupils' personal development and their spiritual, moral, social and cultural understanding extremely well.
- Pupils are confident and successful learners. Their behaviour is outstanding. They say they feel safe and they are supportive of each other.
- Children in the early years get off to a good start. Good teaching means they achieve well.
- Leaders are now applying ways to measure pupils' attainment and progress in subjects beyond English and mathematics.
- For some pupils, leaders do not use information about pupils' progress precisely enough to improve the pace of learning quickly.
- In some cases, the most able pupils do not reach their full potential in subjects other than English and mathematics.
- The quality of pupils' writing is not as high in other subjects as it is in English.
- Sometimes, the work that teachers provide for lower-attaining pupils is not pitched well enough to enable them to make rapid progress.

## Full report

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

- Improve teaching and learning by making sure that all teachers:
  - provide tasks that enable lower-attaining pupils to build strongly upon their existing skills
  - expect more from the most able pupils in subjects other than English and mathematics
  - insist that pupils write to the same standard in other subjects as they do in English.
- Strengthen leadership and management by:
  - setting precise targets to help teachers to accelerate the progress of specific groups of pupils
  - embedding ways to effectively check pupils' progress in a range of subjects.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders, including governors, have high aspirations for pupils and staff. They have created a positive school ethos where good teaching and pupils' excellent attitudes to learning flourish.
- The highly committed headteacher knows the school and its pupils extremely well. He strongly supports his staff in their professional development.
- The headteacher ensures that the school communicates well with parents, who praise the school's work. Parents' views are typified by this comment: 'I would happily recommend this school to anyone. It provides an engaging, fun and safe environment for children to grow.'
- The roles of subject and other middle leaders have developed well since the previous inspection. They are well informed about the quality of teaching and learning in their subjects and aspects.
- Leaders' evaluation of the curriculum has led to positive improvements. For example, since the previous inspection, the quality of teaching in mathematics and the content of the mathematics curriculum have improved markedly. Pupils now make well above average progress in the subject.
- Leaders have adopted new approaches to the teaching of phonics that are resulting in rising standards year on year. Revised ways to inspire pupils to write are leading to faster progress for all pupils. This is especially so for boys, some of whom had not previously succeeded as writers as well as girls.
- Leaders use additional funds through the pupil premium and for pupils who have special educational needs and/or disabilities to provide suitable resources and extra adult support. This has a positive effect on pupils' personal and academic achievements.
- The curriculum is broad and balanced and pupils find it interesting. It is very well enhanced with extra activities, trips and visitors to the school. Additional staff contribute well to pupils' appreciation of the arts and their skills in music and art, particularly. The school promotes pupils' spiritual and cultural development strongly.
- The primary physical education and sport funding is used effectively to strengthen teachers' skills and to provide wide-ranging sports activities. This increases pupils' participation and enjoyment, and aids their physical well-being and sporting success. There are good opportunities for pupils to work collaboratively through outdoor learning.
- The school strongly promotes key British values, including tolerance and respect. In lessons, pupils learn about those from backgrounds and faiths different from their own. They gain cultural understanding during well-themed assemblies and 'heritage' projects. Overall, the school develops pupils' local, British and global awareness very well.
- Leaders check the progress that pupils make regularly. This is done most effectively in reading, writing and mathematics. Leaders work with other schools and make use of

effective support from the local authority to ensure that their assessments are accurate.

- The school uses assessment information to identify those pupils who are not doing as well as they could. Leaders, however, do not use it sharply enough to set precise targets for staff to improve the learning of individuals and groups of pupils.
- Leaders have created a new system, in line with those used in English and mathematics, to collect information about the progress pupils make in other subjects. This system, however, is not yet fully evolved to enable leaders to recognise which pupils could do even better in these subjects.

### **Governance of the school**

- Governors are well informed. They visit the school regularly and maintain good links with staff and leaders to check the effectiveness of the curriculum.
- The governing body oversees the school's financial management carefully. They know how additional funding, including the pupil premium, is spent. Governors ensure that spending improves provision and has a positive impact on pupils' achievement and well-being.
- The governing body is involved in determining the strategic direction of the school and setting key priorities. Governors know how staff are helped to improve their work. They carry out the performance management of the headteacher. Governors check systems used to improve the performance of staff and how this relates to pay awards.
- Governors ensure that the school's ethos is one of mutual respect. They identify how well the curriculum promotes important British values and how additional sports and music activities benefit pupils' personal development.
- The governing body carries out its responsibilities thoroughly. Governors ensure the regular review of policies and that the school's safeguarding systems are fit for purpose.

### **Safeguarding**

- The arrangements for safeguarding are effective. Systems to check adults and volunteers who work with children are robust. Staff receive relevant training to keep pupils safe. Leaders maintain strong links with families to ensure that any concerns over pupils' welfare are dealt with quickly.
- Leaders ensure that pupils learn how to stay safe and develop strategies to deal with and recognise unsafe situations. Issues such as staying safe from extremism are dealt with sensitively through discussion and during assemblies.
- The school makes effective use of external visitors and outside locations, such as the 'Warning Zone', to provide extra guidance to pupils. Leaders collect pupils' views about safety and behaviour and follow up any concerns that arise.
- Staff who run the breakfast club and after-school care ensure that there are appropriate arrangements to keep pupils safe.
- The school's recent work to gain the local authority's 'Beyond Bullying' award has raised the profile of anti-bullying. As a result, pupils are clear about the different forms

that bullying can take, including when using technology and social media.

- The school's logs show that incidents of bullying or inappropriate behaviour are rare but any that do occur are thoroughly recorded and followed up.

### Quality of teaching, learning and assessment

**Good**

- Teachers engage pupils and motivate learning well. They make interesting links between subjects to help pupils to make sense of their learning. Teachers make the most of pupils' very positive attitudes, which aid pupils' good progress in lessons.
- Teachers plan lessons carefully. They use resources and additional adult help well. Teaching assistants engage fully with individual pupils and work with small groups to help them to understand and to extend their learning.
- Teachers encourage pupils to share their ideas with each other. They ask relevant questions to check that pupils understand and they expect pupils to explain their answers. Teachers correct any misconceptions that may arise and help pupils to improve their work.
- In mathematics, teachers often provide practical tasks which consolidate learning effectively. Pupils, including the most able, apply their skills and reason well. For example, during the inspection, the teacher skilfully encouraged pupils in Year 5 to decide upon suitable apparatus and methods to measure the height of a tree. Pupils explored various ways to tackle the problem and confidently expressed their ideas.
- The consistently good teaching of phonics has a positive effect on pupils' reading and aids their fluency. It means that pupils are well equipped to tackle new words. Teachers ensure that pupils read widely and often.
- Teachers encourage pupils to write creatively and for various purposes. They teach spelling, punctuation and grammar regularly. Consequently, pupils make good progress in developing well-structured writing as they move through the school. The structure and quality of pupils' writing, however, is not always as good in other subjects as it is in English.
- Teachers teach a range of subjects competently and develop pupils' knowledge, skills and understanding in subjects such as science, history and geography. Sometimes, though, teachers do not expect enough of the most able pupils in these subjects.
- Generally, teachers pitch work well to suit the range of ability in the class. Occasionally, however, tasks are not well-enough matched to the needs of lower-attaining pupils. In some cases, pupils do not complete their work successfully and so do not build strongly enough on what they already know and can do.

### Personal development, behaviour and welfare

**Outstanding**

#### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Staff are very mindful of individual pupils' needs. Strong pastoral care promotes pupils' well-being and meets their social and emotional needs very well.

- Pupils know the school's values and demonstrate them in their everyday learning. As one pupil commented, 'Respect for others is a given.' Pupils get on harmoniously and offer advice and care to each other. They play their part in the school community very responsibly.
- Pupils welcome new experiences and greatly value the opportunities offered by the school. They talk keenly about the range of sports and participate very willingly. They thoroughly enjoy drama, music and art activities that encourage pupils' talents to flourish.
- Pupils say they feel safe. They contribute very well in helping the school to prevent any incidents of bullying. Pupils say that bullying is very rare in their school. They trust their teachers and school leaders to deal efficiently with any concerns they may have.

## Behaviour

- The behaviour of pupils is outstanding. It contributes exceptionally well to the school's efficient daily running. Playtimes proceed smoothly and end very promptly so no time is wasted in settling down to lessons. During an assembly, pupils were highly attentive and impeccably behaved.
- Pupils are extremely positive about their learning. They enthuse about their reading and take a lively interest in the topics they study. Pupils say that the school sets them high standards which they strive to achieve.
- Pupils clearly understand the difference between right and wrong, indicating strong moral development. They value the school's rules and recognise, as one pupil commented, that 'behaviour is very well disciplined'.
- The very small number of pupils who find it difficult to behave well are exceptionally well supported to help them to conform to the school's expectations.
- Attendance is above average. Very few pupils stay away from school frequently. The school works well with families to help them to see the link between good attendance and their children's good achievement.

## Outcomes for pupils

**Good**

- Pupils make consistently strong progress. In 2016, by the end of Year 6, pupils reached well above average standards in reading, writing and mathematics. This, together with their very well developed personal skills, means that pupils are well prepared for their learning in secondary education.
- In 2016, by the end of Year 2, pupils reached above average standards but their attainment in writing was not as strong as it was in reading and mathematics. The school's new approach to the teaching of writing is having a positive effect on helping pupils to achieve more highly.
- Pupils who have special educational needs and/or disabilities make good progress. Recently improved provision is having a very positive impact and many of these pupils are now making much better progress than previously.
- Pupils from disadvantaged backgrounds make good progress by the end of Year 6.

They benefit from the extra adult support that they receive.

- The most able pupils make good progress in reading, writing and mathematics. They are challenged to develop higher-level reading and writing skills and to use what they know about mathematics to deepen their understanding. In some cases, the same level of challenge is not always apparent for the most able pupils in subjects other than English and mathematics.
- Leaders are tackling any variation in how well groups of pupils achieve, for example between boys and girls, and in writing. Leaders' analysis of what teachers need to do to speed up pupils' progress further, however, is not always precise enough.

### Early years provision

**Good**

- The Reception class is a busy place where children engage very willingly in a range of inviting tasks. Staff have high expectations of what children should achieve. Good teaching ensures that children's social skills and basic skills in reading, writing and mathematics develop well. Tasks encourage children to work together and provide good opportunities for them to understand the world around them.
- Staff collect evidence of children's progress regularly. They collate examples of children's work in attractive 'learning journeys' which show their progress during the year across the areas of learning. There are good arrangements for children when they start school and good ongoing links with parents.
- Children behave well and safely because they know what staff expect. Those who need extra help, including children who have special educational needs and/or disabilities, are supported well in their learning.
- Good leadership is continuing to improve standards by the end of the early years. As a result, there has been a strong upward trend in children's attainment by the time they leave the Reception class.
- Children make consistently good progress and any differences in performance between groups of children are diminishing. Children are well prepared for their learning in Year 1.

## School details

Unique reference number	120207
Local authority	Leicestershire
Inspection number	10031253

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	John Day
Headteacher	Stephen Roddy
Telephone number	01858 545237
Website	<a href="http://www.churchlangton.leics.sch.uk">www.churchlangton.leics.sch.uk</a>
Email address	<a href="mailto:office@churchlangton.leics.sch.uk">office@churchlangton.leics.sch.uk</a>
Date of previous inspection	1–2 May 2013

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is smaller than the average-sized primary school.
- The vast majority of pupils are from White British backgrounds.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- In 2016, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a breakfast club and after-school care which are managed by the



governing body.

- The early years provision comprises a Reception class which children attend full time.

## Information about this inspection

- The inspectors observed learning in 13 lessons, six of which were observed jointly with the headteacher. In all, seven members of staff were seen teaching. An inspector also observed an assembly to observe pupils' spiritual, moral, social and cultural development.
- The inspectors looked at samples of pupils' work from all year groups, including the early years. The inspectors spoke with pupils about their work during lessons and met with groups of pupils. They listened to pupils in Year 2 and Year 6 read.
- The inspectors observed pupils' behaviour around the school and at playtimes and lunchtimes.
- The inspectors held meetings with governors, school leaders and staff, and spoke with a representative of the local authority.
- The inspector analysed 99 responses to Ofsted's online questionnaire, Parent View, and took account of parents' written comments. An inspector also spoke with parents during the inspection.
- The inspectors analysed 25 responses to a questionnaire submitted by school staff. They also took into account responses to a survey for pupils carried out by the school.
- The inspectors scrutinised the school's systems and documentation relating to safeguarding. They looked at information about pupils' attainment and progress, and about their attendance. The inspectors looked at the school's improvement plans and evidence of its checks on the quality of teaching.

## Inspection team

Viv McTiffen, lead inspector	Ofsted Inspector
Derek Barnes	Ofsted Inspector
Andrew Maher	Ofsted Inspector

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