

Church Langton Church of England Primary School

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

Inspection dates 1–2 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Pupils achieve well to reach above average standards in English and mathematics. They do best in reading.
- Teaching is good. Teachers match work well to the range of ability in the class.
- Improvements in the teaching of phonics (linking letters and the sounds that they make) are speeding up pupils' progress.
- Behaviour is good. Pupils say they feel safe and get on well together.
- Under the leadership of the new headteacher, clear and precise improvement plans are quickly taking effect.
- Leaders make sure that training for staff matches the school's needs so the quality of teaching and pupils' achievement continue to improve.

It is not yet an outstanding school because

- Progress in mathematics is not always as good as it is in English.
- Pupils have too few chances to do practical work and use mathematical skills in a range of subjects. Pupils' skills in quick mental recall of number facts vary from class to class.
- Not all subject leaders have a clear view of the quality of teaching and learning in their subjects.
- Teachers do not receive sufficient guidance on how to make their teaching outstanding. Inconsistencies exist in teachers' marking and the quality of pupils' work.

Information about this inspection

- Inspectors observed 16 lessons or parts of lessons, of which three were joint observations with senior leaders. Twelve members of staff were seen teaching and inspectors observed one assembly.
- Meetings were held with groups of pupils, members of the governing body, school leaders and staff. Discussion was held with a representative of the local authority.
- Inspectors spoke to pupils during lessons about their work, looked at their books and listened to them read.
- Inspectors took account of written responses from parents and carers and 49 responses to the online questionnaire (Parent View). Inspectors spoke to parents and carers at the start of the school day.
- Inspectors analysed responses from 19 questionnaires completed by school staff.
- Inspectors observed the school's work, looked at progress and attendance information, improvement plans, systems to check the quality of teaching and documents relating to safeguarding.

Inspection team

Vivienne McTiffen, Lead inspector

Additional Inspector

Margaret Pawlowski

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- No pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is well-below average.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Since the last inspection, the school has experienced significant leadership changes. The current headteacher took up post in September 2012.

What does the school need to do to improve further?

- Raise achievement in mathematics by:
 - planning more opportunities for pupils to use mathematics in a range of subjects
 - making sure pupils work together more on practical tasks and take more responsibility for their own learning methods
 - adopting a whole-school approach to teaching quick mental recall of number facts.
- Strengthen leadership and management by:
 - developing the roles of subject leaders so all have a clear view of the quality of teaching and learning in their subjects
 - ensuring a consistent approach to marking and raised expectation of the quality of pupils' work in books
 - giving sufficient guidance to staff so they know exactly how to improve their teaching to be outstanding.

Inspection judgements

The achievement of pupils is good

- When children start in the Reception class their abilities are broadly in line with those expected for their age. They make a good start in developing literacy, numeracy and personal skills so they are well prepared for their learning in Year 1.
- At the end of Key Stage 1, standards in writing are average and in reading and mathematics they are above average. Writing is improving year-on-year as the school develops pupils' creativity and skills. By the end of Year 6, standards in writing are above average and pupils write for a range of purposes.
- The school is addressing underachievement identified in the 2012 national screening test of pupils' knowledge of phonics. The introduction of new teaching methods is proving effective and pupils are making rapid progress. The school's information shows they are on track to do better than previously.
- By the end of Year 6, standards in reading are well-above average. Pupils often read books linked to topics. For example, during the inspection, pupils in Year 6 talked about characters' feelings and the plot of a novel set in the Second World War. Pupils say they like reading books by the same author and to research facts.
- In mathematics, more-able pupils say they enjoy working at a higher level and their achievement is rising from a dip in 2012. In some cases, pupils' progress in lessons slows because they do not know simple number facts to help them calculate quickly. Chances to work together on practical tasks and take responsibility for choosing their own working methods are limited.
- Attractive displays show pupils do well in art. They use computers competently and independently. They achieve highly in sports activities and participate enthusiastically in residential visits and musical performances. Talents flourish and pupils acquire well-rounded personal skills.
- Disabled pupils and those who have special educational needs make good progress. They often receive extra help so they clearly understand their learning and make small steps towards their targets. They develop confidence in their abilities because staff make sure pupils do not become over-reliant on their support.
- Funding the school receives for those pupils known to be eligible for free school meals is spent on extra adult help and resources with positive effect on achievement and well-being. The school's information shows these pupils do as well as their classmates. There were not enough pupils known to be eligible for free school meals in 2012 to comment on their attainment without identifying them.

The quality of teaching is good

- Teachers make sure pupils are clear about their learning and what they should achieve by the end of lessons. They often give pupils the chance to judge for themselves how well they are doing so they recognise their own levels of success and what they need to do to achieve more.
- Teachers plan well. They make sure work is varied and suits the range of ability in the class.

They give pupils plenty of opportunity to discuss their ideas and share their views. Teachers use questions well to check pupils' understanding and to extend learning further. Staff praise pupils' efforts and value their contributions.

- Any misconceptions that pupils have during lessons are skilfully picked up and addressed. When marking pupils' books, teachers suggest ways for pupils to improve their work but this is not consistent in all classes and subjects. Not enough attention is paid to ensuring pupils consistently produce high quality, well-presented work.
- In the Reception class, staff use indoor and outdoor areas well to link a range of tasks in class topics. For example, during the inspection, whilst learning about vehicles, some children worked busily with an adult to create a class 'bus'. Outside, others were running a 'car wash'. Staff made good use of a traffic survey to develop counting skills and create a class graph.
- Staff teach phonics to small groups of pupils and work is well matched to ability. Well-paced sessions make learning fun and keep pupils on their toes. Pupils read with adults who check understanding and encourage discussion. Pupils say they like choosing their own books from the well-stocked library and reading areas.
- Teaching assistants work very well with groups of pupils and play an important role in the teaching of reading and phonics. They often work with individuals, including disabled pupils and those who have special educational needs, helping them to understand their work and make good progress.

The behaviour and safety of pupils are good

- Pupils say they are proud of their school. They value the facilities, such as the school garden and playing field, and say their friendships are important to them. They say they enjoy school which is reflected in their above-average attendance. Very few pupils are late or away from school for long periods.
- Pupils pay attention in lessons and are keen to learn. They respond enthusiastically to new experiences and like taking on a challenge. They work well with adults and appreciate the help they get in their learning. Pupils understand the school's rules and know the difference between right and wrong.
- Pupils say they feel safe. They know about different forms of bullying and talk sensibly about how to keep themselves safe. Incidents are rare but any that do arise are thoroughly recorded and followed up. Discussions in assemblies help pupils to understand how to handle any concerns. Pupils in the school council have drafted their own anti-bullying policy.
- A very small minority of parents and carers expressed concerns over the school's handling of bullying. Inspectors found that the headteacher is keen to help parents and carers understand this aspect of the school's work. Recent e-safety and anti-bullying events have been held to raise the awareness of pupils and parents and carers.
- Pupils willingly do jobs around school and often help those younger than themselves. They are keen to be house captains and achieve the school's awards. Pupils in the 'Eco Club' check the school's energy usage and get involved in environmental projects. Older pupils take on more responsibility in preparation for their move to secondary school.

The leadership and management are good

- The headteacher is very clear about what he wants the school to achieve. He is urgently addressing areas needing improvement and is already seeing the effect, especially in raising pupils' achievement in letters and sounds and that of the most-able pupils. Plans for further improvement are realistic and achievable.
- The headteacher recognises staff qualities and is consolidating leadership roles well. After some setbacks due to headship changes, the school is now on track to develop the roles of subject leaders more fully so they are better informed about the quality of teaching and learning in their subjects.
- This good school receives light-touch support from the local authority. Outside help is used well to identify gaps in provision and raise achievement. Training and targets for staff to improve their work are well matched to the school's needs and expertise is shared with local schools. Performance is checked regularly but not enough guidance is given to staff on how to make their teaching outstanding.
- Leaders make good use of systems to track pupils' progress so all have chance to do equally well. They make sure staff are involved in checking how well pupils do. Pupils identified as falling behind are given extra help to catch up. Discrimination of any kind is not tolerated.
- In the Early Years Foundation Stage, good leadership ensures that children make a good start to their education in the Reception class. Staff carefully compile children's work in 'Learning Journeys' which are shared with parents and carers and provide a clear picture of the progress children make.
- The school provides a good range of subjects with learning enhanced through varied additional experiences. For example, during the inspection, children in the Reception class excitedly witnessed the arrival of new-born chicks and pupils in Years 5 and 6 gained an insight into the world of work provided by a visiting author.
- Strong links exist with the local church and there is a clear focus on raising pupils' aspirations and promoting their spiritual, moral, social and cultural development through music, art and visits. Pupils take an interest in others and enjoy the chance to meet pupils from other schools.
- Good daily links keep parents and carers informed. A small minority expressed dissatisfaction with the school's arrangements for homework and ways in which they are kept informed about their children's progress. The inspection found that, under the leadership of the new headteacher, both these aspects are being addressed.
- **The governance of the school:**
 - The governing body has successfully seen the school through several headship changes in recent years. Governors know how well the school is doing and are committed to improvement. They visit the school frequently to check on its work. They are keen to continually hone their skills and make good use of expertise within their ranks. Governors keep themselves well-informed about pupils' progress and raise questions if pupils are not doing well enough. They authorise spending, including the use of the pupil premium, and know what effect it has on achievement. They understand the link between good teaching and good achievement. Governors know how good teachers are rewarded and how any underperformance is tackled. They are involved in the management of teachers' performance and staff development. The governing body carries out its responsibilities well and ensures safeguarding procedures meet requirements.

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

Unique reference number	120207
Local authority	Leicestershire
Inspection number	403429

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	John Preston
Headteacher	Stephen Roddy
Date of previous school inspection	28 January 2008
Telephone number	01858 545237
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