

Langmoor Primary School

Inspection report

Unique Reference Number	120064
Local Authority	Leicestershire
Inspection number	358682
Inspection dates	7–8 December 2010
Reporting inspector	John Horwood

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	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	119
Appropriate authority	The governing body
Chair	Phil Clarke
Headteacher	Peter Merry
Date of previous school inspection	5 December 2007
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Age group	4–10
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Introduction

This inspection was carried out by two additional inspectors. They observed 10 lessons and saw five teachers. Meetings were held with groups of staff, representatives of the governing body and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of governing body meetings, the school development plan, progress monitoring records and school policies. The responses to 49 parental questionnaires were scrutinised.

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

- Is there a consistent trend in the apparent difference in attainment of boys and girls?
- Do pupils with special educational needs and/or disabilities make good progress both during supported periods and over time?

Information about the school

This is a smaller than average primary school where the large majority of pupils are from White British backgrounds. An average proportion of pupils speak English as an additional language. The percentage of pupils known to be eligible for free school meals is above average. The school has a below average proportion of pupils who have special educational needs and/or disabilities though these cover a wide range. The school very recently formed a hard federation with another nearby primary school under the leadership of the same headteacher and with a shared governing body. Pupils transfer to the high school at the end of Year 5. Among the awards obtained by the school are the International School Award and International Eco-Schools Award. A privately managed pre-school operates on the school site and this is subject to a separate 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

2

Main findings

The school provides an outstanding education. Pupils flourish in the very caring environment and this contributes significantly to their excellent spiritual, moral, social and cultural development. Pupils adopt extremely healthy lifestyles as a result of the opportunities provided for them. They make an outstanding contribution not only to the school but also to the wider community. They are very proud of the work they have done with local groups to design a much improved local park for children.

The attainment of pupils at the end of Year 5 is above expected levels, representing good progress from their lower than expected starting points with some pupils making outstanding progress. Teaching is good and an increasing proportion of lessons are outstanding. Within the classroom, teachers make good use of assessment systems, work is well matched to pupils' abilities and good support is provided by all adults. This helps to promote very effective relationships between teachers and pupils, resulting in pupils' outstanding behaviour. This, in turn, ensures that they feel extremely safe. Pupils are aware of their targets and in literacy and numeracy these are listed in the front of their books. As part of the developing involvement of pupils in their own monitoring of progress, targets achieved are highlighted. However, the dates when these were achieved are not identified and so the rate of progress is not easy for pupils to monitor. In addition, when teachers mark pupils' work, they do not always provide guidance on how to improve.

The school has the equality of opportunity for all pupils at the heart of its work. Progress monitoring systems are outstanding and they are extremely well used by leaders at all levels. This has enabled leaders to quickly identify any differences in progress or attainment and to take action to eliminate them. In some years recently, there have been variations between gender groups but this has been resolved. Pupils with special educational needs and/or disabilities are identified quickly and are well provided for. They all make good progress over time because their specific needs are well supported. Good intervention strategies ensure that there are currently no variations in the progress of different groups.

Self-evaluation is accurate and leaders at all levels, together with members of the governing body, are fully involved in school improvement. There has been good improvement in all the areas of weakness identified at the previous inspection. Community cohesion is outstanding within the school, local community and through the school's international links. The quality of care, the curriculum and leadership and management have improved from good to outstanding. The school's positive track record indicates that it has a good capacity for sustained improvement though it is too early to judge the impact of becoming part of a federation.

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What does the school need to do to improve further?

- Raise attainment and improve the quality of teaching by:
 - ensuring that marking and feedback consistently inform pupils on how to get to the next level in their learning
 - consistently involving pupils in monitoring their own progress by ensuring they record in their books the dates they reach each individual target.

Outcomes for individuals and groups of pupils

1

Children enter Reception with skills below those expected for their age. All pupils make good progress as they move through the school so that at the end of Year 5 attainment is above expected levels. In all lessons, pupils are challenged well and because of the very good relationships that exist, they really enjoy their learning and achieve well. Pupils take a very active part in all the lessons, as seen in a Year 4/5 lesson where they confidently talked about various strategies to carry out calculations with big numbers. In a Year 3/4 literacy lesson, pupils responded well to the good pace of the lesson and the effective questioning by giving enthusiastic answers. Pupils identified lessons as the thing they really like about the school because teachers make them fun. The good additional support provided for all groups of pupils who need extra help, including those with English as an additional language and those with special educational needs and/or disabilities, ensures that all make the same good progress.

Within lessons, pupils' excellent behaviour ensures that there are no interruptions to the flow of learning. Pupils say that there is no poor behaviour in the playground because everyone gets on well and the older pupils look after the younger ones. Pupils adopt healthy lifestyles by eating the right foods and participating regularly in sport. They all enjoy the opportunities to extend their learning beyond the classroom with outdoor areas attached to each classroom. Pupils make an outstanding contribution to the school community through a range of activities, including as buddies or mentors and through the very active school council and the eco-council. Their work has contributed to the school obtaining the International Eco-Schools Award. In the wider community, they support the annual summer fair, perform concerts, identify worthwhile charities and appeals for which they raise funds. The choir sings for the community and the elderly. They also engage with other children through links with other schools in Britain and overseas. Pupils' outstanding spiritual, moral, social and cultural development is well supported by links with a wide range of faith groups and communicating with pupils from different cultures and backgrounds.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have good subject knowledge and are very aware of the abilities and needs of every child. In all lessons seen, the work was well matched to pupils' abilities because the teachers know the pupils so well and make good use of assessment data on their prior attainment. Teachers' planning is good and there are good links between subjects to make lessons relevant and interesting. Teachers involve pupils well in the use of interactive white boards during the introductory part of the lesson. They are skilful in using appropriate resources to support learning. In a Year 2 lesson, pupils were really excited about using puppets for a role play activity. In a French lesson, there was very good use of interactive software to encourage and improve speaking. Teachers mark pupils' work regularly but not all of the marking includes helpful advice on how to improve. Involving pupils in assessing their own progress is at a relatively early stage.

The curriculum is adapted extremely well to meet the needs of pupils and also to ensure that it is suitable for the mixed-age groups in Key Stage 2, whilst avoiding repetition or omission. The school has spacious grounds which have been used exceptionally well to extend the curriculum. There is very well-planned provision for both the most able pupils and those who need extra support. Visits enrich learning, including to places of worship and the theatre, and pupils really enjoy the residential visit to an activity centre. At present, this takes place every two years but as part of the improvements enabled through the federation, it will become an annual event between the two schools. There is

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good support for the many clubs and activities and pupils spoke with great excitement about the sporting opportunities. There are opportunities for pupils to learn about world faiths and cultures within the curriculum and through several international links developed as part of gaining the International School Award.

Procedures to promote improved attendance and behaviour are good. Transition arrangements from class to class are excellent: teachers have transition meetings to find out about each pupil and then all meet their new teacher before the next academic year. There are also excellent partnerships with the pre-school and the secondary school to ensure smooth transition. All aspects of health and safety are applied well. There are outstanding arrangements to support pupils who have specific needs and the high quality teaching assistants are deployed effectively. As part of the outstanding care, pupils benefit from a well-managed and resourced after-school club where they are kept safe and provided with healthy food and a good range of activities.

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
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?

The headteacher provides exceptional drive and vision for improving the school further. The governing body shares his vision and members have provided outstanding support to the school throughout the federation process. The governing body ensures all statutory requirements are met and provides excellent support and challenge to the leadership team. Outstanding monitoring systems ensure that leaders at all levels have an accurate view of the school's strengths and weaknesses. Staff morale is exceptionally high and teachers are responding to the challenges set them to drive up the quality of teaching still further. The improved use of progress-monitoring systems in the classroom has a positive impact on teaching although some systems are not yet fully embedded and consistently used. However, the outcomes in achievement and well-being are at least good and some are exceptionally high. The monitoring and the management of the provision for pupils with specific needs by the coordinator are outstanding.

Data on pupils' performance are carefully analysed for any differences in achievement and action taken where necessary. The school's exceptionally good work to promote equal opportunities and avoid discrimination ensures that ongoing variations in progress between groups do not exist. Harmonious relationships and pupils' excellent sense of community reflect a school where fairness and equal access to provision are priorities.

Leaders have developed the school as a cohesive community. They have a good knowledge and understanding of the local community based on an initial audit. Outstanding progress has been made in developing local, national and international links.

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The evaluation of the impact of actions to promote community cohesion is carried out through regular audits. There are now established links with several schools including the federated school, a large multicultural school in the United Kingdom, a small church school in Uganda and a French school.

Safeguarding procedures are exceptionally well developed and the school is recognised as a leader of high-quality practice. All aspects of risk assessment are secure and the procedures for carrying out the required checks on adults who work in school are exemplary. The curriculum ensures that pupils understand very well how to keep themselves safe. The school works extremely well with external agencies when necessary to support pupils and has very effective procedures for ensuring all staff are well trained in child protection.

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
The effectiveness of the school's engagement with parents and carers	2
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

Children in Reception start school with attainment below national expectations for their age. Some have speaking and social skills a little below expectations, and very limited experience beyond their local environment. Nevertheless, most children have attended the adjoining pre-school and have positive attitudes to learning. Staff provide very good care, guidance and support and children grow in confidence so that they achieve well. They make good progress as a result of good teaching and well-resourced accommodation, with a good outdoor area linked directly to the classroom. By the time they move into Year 1 most children have achieved the Early Learning Goals. Children show real excitement at being able to use the computer when they arrive in the morning and they are happy and secure. They talk confidently about their activities, although they do not always have enough opportunities to discuss their ideas with others to develop their speaking skills.

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Leadership and management are good. The leader has an enthusiastic approach and is keen to take on new ideas after full consultation with her staff. The systems for monitoring progress are very effective and initial assessments are carried out early in the first term. Progress is continuously monitored and recorded in the children's learning journals. Every child has a formal assessment each term. All aspects of safeguarding are given high priority with regular risk assessments carried out for the activities and all staff trained in first aid. There are good partnerships with parents and carers and the local authority.

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

Almost half of the parents and carers responded to the questionnaire, with the overwhelming majority saying that they are very happy with all aspects of the school. There were no significant issues raised although a very few had individual concerns which were not consistent with other inspection evidence. Several parents and carers wrote individual supportive comments, such as, 'I feel my child has the best education at Langmoor', and 'I am very pleased that our child goes to this lovely little school where there is a friendly atmosphere'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langmoor 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 119 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	92	4	8	0	0	0	0
The school keeps my child safe	38	78	11	22	0	0	0	0
My school informs me about my child's progress	24	49	22	45	3	6	0	0
My child is making enough progress at this school	32	65	16	33	1	2	0	0
The teaching is good at this school	33	67	16	33	0	0	0	0
The school helps me to support my child's learning	27	55	20	41	2	4	0	0
The school helps my child to have a healthy lifestyle	29	59	19	39	1	2	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)	27	55	18	37	0	0	0	0
The school meets my child's particular needs	27	55	20	41	1	2	0	0
The school deals effectively with unacceptable behaviour	23	47	24	49	1	2	0	0
The school takes account of my suggestions and concerns	25	51	21	43	0	0	0	0
The school is led and managed effectively	37	76	10	20	1	2	0	0
Overall, I am happy with my child's experience at this school	34	69	15	31	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



9 December 2010

Dear Pupils

Inspection of Langmoor Primary School, Leicester, LE2 5HS

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you and talking to you in lessons and around the school. Your school is giving you an outstanding education.

There are many things we admired about your school and these are a few of them.

You are very happy and enjoy being at school because the adults look after you very well.

Your behaviour is excellent and you all get on extremely well together.

You told us you feel very safe in school.

Your school is extremely well led and managed and the teaching is good.

You develop many outstanding qualities, have a very good knowledge about leading a healthy lifestyle and contribute to the school and wider community.

By the time you leave school, you have an excellent understanding of the different beliefs and lifestyles of people from different backgrounds from your own.

The school ensures you all make the same good progress and have the same opportunities.

There are a few things we have asked your school to do to make it even better:

- to make sure that when your work is marked, you are always told how to improve your work to get you to the next level of your learning
- to ensure that the dates when you reach your targets are recorded in your books so that you can monitor how quickly you make progress.

You can help by continuing to work hard.

Yours sincerely

John Horwood

Lead inspector

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