

Church Langton Church of England Primary School

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

Unique reference number (URN): 145203

Inspection report: 28 April 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard 

Attendance across the school is high. Pupils and their families understand the importance of regular attendance at school. Attendance is consistently above national averages with very low levels of persistent absence. Leaders act quickly when any pupil's attendance dips. Staff call home on the first day of absence, have open and honest conversations about why pupils are not in school and agree plans with parents and carers. Leaders keep detailed records and work well with other agencies if a child needs help to attend well. When this is the case, the impact is evident.

Leaders establish a calm, orderly and inclusive environment in which pupils behave consistently well. Routines are well established and embedded throughout the school. Behaviour in lessons and during social times is highly positive. Pupils know what staff expect of them. As a result, pupils are consistently calm, kind and respectful. Older pupils model respectful behaviour, for example, when holding open a door and greeting younger pupils positively. Bullying and any form of discrimination are not tolerated. Incidents are rare and leaders deal with them quickly and fairly. Suspensions are rare and used only when necessary. Leaders ensure that 'the cove' provides pupils with the time to regulate their emotions and have calm time when they need it.

Expected standard

Achievement

Expected standard 

Many pupils are well prepared for the next stage in their education. Typically, all groups of pupils achieve well from their starting points. At the end of key stage 2, pupils' outcomes in national tests are consistently above national averages, including the small group of disadvantaged pupils.

The outcomes in the phonics screening check are in line with national averages. This is reflective of the provision in school, where most pupils develop fluency and accuracy in early reading.

Pupils have the knowledge in reading, writing and mathematics they need to make secure progress through the school's wider curriculum. In some subjects, they recall prior learning with accuracy and talk confidently about what they have learned. For example, pupils in Year 2 talk about their learning in history on votes for women. Pupils' growing knowledge is also evident in their work. For instance, in Year 5, pupils shared how they develop coding skills in computing.

Curriculum and teaching

Expected standard 

Leaders demonstrate a comprehensive understanding of the quality of the curriculum and teaching across the school. They identify where provision is not as effective and provide

appropriate support swiftly, including through professional development. Leaders have reviewed and developed the curriculum. Learning is well sequenced and ensures that pupils revisit knowledge to embed their learning. Leaders recognise that pupils need to be able to demonstrate high-quality communication skills. As a result, a focus on developing pupils' vocabulary and opportunities to discuss their views and their learning underpin the curriculum.

Teachers have detailed subject knowledge. They make links with prior learning, which help pupils to embed their knowledge. This is particularly evident in mathematics and science. In some subjects, teachers do not make these links as clearly, so pupils do not learn as well. Teachers adapt learning opportunities well to meet the needs of pupils with special educational needs and/or disabilities, disadvantaged pupils and those who speak English as an additional language.

In reading and mathematics, teachers regularly check what pupils have learned. They identify gaps in learning and address these quickly and effectively. There have been some improvements to the teaching of writing. However, misconceptions in spelling, letter formation and grammar are not always addressed.

Early years

Expected standard 

Children in early years learn in a friendly and inclusive environment. Staff support children to become inquisitive and independent learners through well-applied routines. Leaders and staff quickly and accurately identify children who face barriers to their learning and wellbeing. They provide effective support for the children who need it. Staff build warm and positive relationships with children and their families, which ensures that children feel safe. Parents are highly positive about the relationship they have with the school.

Leaders ensure that the curriculum is well taught in Reception Year. Staff make changes to the provision to reflect the needs of children, for example, when increasing opportunities for developing motor skills. Staff check learning carefully, so they can support children to build knowledge and develop vocabulary. Children develop knowledge and skills across the 7 areas of learning. They make secure progress and are well prepared for Year 1.

Early reading, writing and number skills are prioritised, with opportunities to practise this knowledge through play. Children develop their reading and writing through well-sequenced phonics sessions. Staff support children who need additional help to keep up with their peers. Some staff engage in high-quality interactions with children. This helps the children to develop their communication skills.

Inclusion

Expected standard 

Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities, pupils who are disadvantaged, those who speak English as an additional language and those who are known to social care. Leaders identify and check the needs of pupils effectively. Staff know the pupils very well and notice when pupils need more support. Staff provide additional help swiftly. Leaders check that the support is making a difference.

Leaders promote an inclusive culture where pupils feel valued and able to take part in all aspects of school life. Leaders use additional funding, including the pupil premium, to ensure that pupils can access an array of enrichment activities, including trips and instrumental tuition. This enables all pupils to access rich experiences.

Leaders work effectively with parents, carers and external agencies to gain as much information as possible about pupils. Leaders use this information, alongside their own checks, to put suitable support in place.

Staff receive effective training to meet the needs of pupils, for example, understanding the impact of trauma on pupils. Staff provide appropriate support for pupils to learn with their peers. This includes time in 'the cove', where pupils learn in a smaller, supportive setting.

Leadership and governance

Expected standard 

Leaders, including the new headteacher who has been in post for a matter of weeks, know the school, the pupils and the community very well. They carefully monitor the curriculum, teaching and pupils' outcomes. Leaders at all levels accurately identify the priorities for improvement. They take timely and well-managed actions to ensure they make swift progress. Those responsible for governance work closely with leaders to make decisions that are in the best interests of pupils. Leaders, governors and trustees have a clear understanding of their roles and responsibilities.

Those responsible for governance support and challenge school leaders. They are fully aware of the impact of the school's work, including the way that leaders meet the needs of pupils who are disadvantaged, those who speak English as an additional language and those who have special educational needs and/or disabilities.

Leaders work with other schools within their trust. They share examples of effective practice and support one another. Leaders, staff and members of the local governing body value the support from the trust. This includes the support for professional development. The professional development programme clearly maps out the content of staff training. The impact of this training is evident, for example, in meeting the emotional needs of pupils.

Relationships with parents and carers and the wider community are positive. Staff appreciate that leaders are mindful of their wellbeing. Leaders ensure that their workload is manageable.

Personal development and wellbeing

Expected standard 

Leaders ensure that the personal development programme reflects the school's context. The curriculum is well sequenced and meets the statutory duties to teach relationships and sex education and health education.

Pupils live out the values of kindness, courage and endurance. They understand the importance of supporting one another. They learn about different faiths and cultures and talk openly with peers about their different religions and beliefs. Pupils learn how to be safe in the community. They know how to be safe when working online and understand the impact

of having a digital footprint. Pupils learn how to look after their mental health. They know how to use breathing techniques if they are feeling anxious.

Pupils demonstrate a deep understanding of respect, but their knowledge of the fundamental British values is not as secure. Pupils are not clear how they link with the school's values. They are not familiar with the characteristics that are protected by law.

Leaders tailor the pastoral offer to meet the needs of pupils. Leaders ensure that pupils access the pastoral support that they need, for example at playtimes and when spending time in 'the cove'.

The school offers a broad range of extra-curricular activities. Leaders provide opportunities to develop pupils' talents and interests. Pupils enjoy activities such as basketball club, dance and the brass band.

Leaders ensure that trips and residential activities provide memorable experiences for pupils. Leaders ensure that pupils have the additional support needed so that they can participate in all planned activities. Pupils value their leadership roles. They take them seriously. Sports leaders know that it is important to support younger pupils and organise sporting events. Pupils thrive when training younger pupils to take over leadership roles. This gives them a sense of purpose and belonging.

What it's like to be a pupil at this school

Pupils feel welcomed, included and cared for at Church Langton. At the start of each school day, staff greet pupils with warm smiles. Pupils enter a calm, nurturing and friendly environment, where they feel that they belong and are safe. They love their school and understand why it is important to attend regularly. As a result, pupils attend very well.

Staff build strong, trusting relationships with pupils and their families. This creates a culture of respect where pupils are confident that they can share any worries with staff that they may have. Pupils know that staff care for them and will listen to them. Pupils report that incidents of bullying are rare. Pupils behave very well. They are welcoming, friendly and polite.

Children get off to a positive start in early years. They become independent and curious learners. They work well together and cooperate happily to learn new things. Positive relationships continue through the school, and pupils show genuine care and consideration for each other. The older pupils support the younger ones through their leadership roles. Pupils enjoy this responsibility and like to help the younger ones. Pupils play and socialise well together during social times across the different year groups.

Pupils enjoy enrichment activities, including clubs, trips and residential visits. They enjoy the arts, music and sports activities. They perform to a high level when playing in the school's brass band.

Pupils enjoy learning and say that their teachers help them. They work with focus and a commitment to their learning. Pupils listen well to the adults in school and to each

other. They talk enthusiastically about their learning in some subjects. However, this is not consistent across all subjects. Disadvantaged pupils, those who speak English as an additional language and those who have special educational needs and/or disabilities learn successfully alongside their peers.

Next steps

- Leaders should ensure that the curriculum is taught consistently well in all subjects and year groups, so that pupils secure the knowledge and skills they need for their next steps.
 - Leaders should ensure that staff use their checks of pupils' learning to improve and address any misconceptions pupils have in writing, particularly in spelling, grammar and letter formation.
 - Leaders should ensure that pupils understand how the school's values that they follow in their behaviour and conduct link with fundamental British values and the characteristics protected by law.
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About this inspection

This school is part of Learn Academies Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jane Jones, and overseen by a board of trustees, chaired by Amanda Callear.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors held meetings with the headteacher, senior and middle leaders, trustees and governors, including the chairs of the trust and local governing body. They also spoke to a range of teaching and non-teaching staff and a wide range of pupils.

The inspectors confirmed the following information about the school:

The school does not make use of any alternative provision.

The school provides before- and after-school care.

The headteacher joined the school in April 2026.

Headteacher: James Ross

Lead inspector:

Donna Chambers, His Majesty's Inspector

Team inspectors:

Alison Talbot, Ofsted Inspector

Kyna Adkins, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

200

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

4.00%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.50%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.00%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	61%	Above
2024/25 (final)	82%	62%	Above
2023/24 (final)	87%	61%	Above
2022/23 (final)	74%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	74%	Above
2024/25 (final)	86%	75%	Above
2023/24 (final)	93%	74%	Above
2022/23 (final)	81%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	72%	Above
2024/25 (final)	82%	72%	Above
2023/24 (final)	93%	72%	Above
2022/23 (final)	87%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	73%	Above
2024/25 (final)	82%	74%	Above
2023/24 (final)	87%	73%	Above
2022/23 (final)	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	46%	Above
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	100%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	88%	68%	20 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	100%	80%	20 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	88%	78%	10 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	88%	80%	8 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.1%	5.2%	Below
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	4.5%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.9%	13.0%	Below
2023/24 (3 term)	7.1%	14.6%	Below
2022/23 (3 term)	4.8%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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