

Inspection of Langley Fitzurse Church of England Primary School

Middle Common, Kington Langley, Chippenham, Wiltshire SN15 5NN

Inspection dates: 10 and 11 July 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils at the school are happy and well-cared for. They behave well. Strong foundations are laid when children join in Reception class. As a result, the school is calm and orderly. Pupils show high levels of respect for staff and their peers. They are kind and listen well to others' views. Staff know every pupil well. Pupils, including children in Reception, learn how to recognise their feelings and ask for help when needed. They are confident and resilient. Bullying is extremely rare. Pupils know there are trusted adults to help them resolve their differences.

The curriculum at the school is broad and ambitious. Most pupils achieve well. They are enthusiastic about the books they have read. Pupils read widely and often. They have a secure knowledge of mathematical concepts. Pupils know that they can learn from mistakes.

Pupils' broader development is embedded into school life. The school ensures that every pupil takes part in a range of extra-curricular activities. These include contributing to the wider community, learning first aid, participating in entrepreneurial endeavours, attending live performances and taking part in charity events.

What does the school do well and what does it need to do better?

The school has planned its curriculum carefully, including for mixed-age classes. Most pupils achieve well in reading, writing and mathematics. This is because the most important knowledge pupils need has been broken down carefully. Pupils build on this over time. The school has ensured that staff have received appropriate training in these areas. The school's wider curriculum is ambitious for all pupils. Most of the time, the work that pupils complete enables them to learn effectively. Pupils enjoy their learning and most retain what they have learned.

There is a sharp focus on pupils who are at the early stages of reading. The school has successfully improved its phonics provision, which is now successful. This means pupils, including children in the early years, get off to a strong start in reading. Pupils who struggle to keep up are given additional support. Staff are well-trained in the school's phonics programme.

Children in Reception enjoy their learning. Their emotional and social development is prioritised. The school establishes strong routines, which support children's well-being. Children learn particularly effectively during time that is directed by staff. They play with purpose and sustained attention. This is because activities are carefully designed.

In some subjects, the school has not established how they will check that all pupils are learning what is intended. This means that the school cannot assure itself that all pupils are learning what has been planned. In Reception, the school does not systematically check all children's learning. Nevertheless, the majority of children achieve a good level of development.

The school has introduced a new system to improve the way pupils with special educational needs and/or disabilities (SEND) are identified and supported. This work is in its early stages, and not used consistently effectively to monitor progression through the curriculum. However, pupils with SEND are mostly well-supported in lessons, including with additional adults, when needed.

Staffing challenges at the school mean that the oversight of some areas of its work has not been sufficiently robust. However, local governance is strong. Governors know the school well and have supported leaders to make sensible decisions around these challenges. They have maintained the quality of education for pupils. They have strong systems in place to drive improvements where they are needed.

Pupils behave well in lessons. Low-level disruption is extremely rare. Playtimes are well-supervised and pupils enjoy a plethora of activities and sports. Pupils have a secure knowledge of the British values, which they learn about in assemblies. They have time to reflect on what these values mean for them and the wider world. For example, older pupils talk meaningfully about democracy and the rule of law. They enjoy voting for their school council members. The school prepares pupils well for life in modern Britain. They describe their school as respectful and tolerant. The school's personal, social and health education curriculum ensures that pupils learn how to keep themselves safe and healthy, including online.

Music is a strength of the school. All pupils have the opportunity to learn a musical instrument, and many choose to take additional lessons. The school ensures that pupils who are disadvantaged are also able to access these.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not check the impact of the curriculum effectively. This means that the school does not always have an accurate picture of whether the curriculum is enacted as intended, including for some pupils with SEND. The school must support leaders to effectively monitor their areas of responsibility, so that curriculum implementation is consistently effective.
- Assessment is not always used precisely and effectively. Sometimes teaching does not routinely check that all pupils understand before introducing new content, or deepening pupils' understanding. The school must sharpen its approach to assessment to ensure that all pupils learn the intended curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	126334
Local authority	Wiltshire
Inspection number	10334685
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair of governing body	Edward Shire
Executive Headteacher	Karen Winterburn
Website	www.langleyfitzurse.wilts.sch.uk
Date(s) of previous inspection	5 December 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a smaller than average primary school.
- The school is one of two schools which form the Langley Fitzurse Stanton St Quintin Federation.
- The school is designated as having a religious character. The school is in the Diocese of Bristol. At the most recent section 48 inspection of the school, carried out in June 2023, the school was judged to be good.
- The school uses one alternative provision.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector also looked at the wider curriculum in science and history.
- Inspectors analysed responses to Ofsted's online survey, Ofsted Parent View.
- Inspectors also considered the responses of staff to Ofsted's online survey.
- Inspectors spoke with groups of pupils during lessons and social times.
- To evaluate the effectiveness of safeguarding, the lead inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead met with the special educational needs and disabilities coordinator and discussed how pupils with SEND are identified and supported.
- Inspectors met with staff who oversee the personal development and behaviour of pupils.
- The lead inspector met with members of the governing body and representatives from the local authority.

Inspection team

Victoria Griffin, lead inspector

His Majesty's Inspector

Catherine Beeks

Ofsted Inspector

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