

Langmoor Primary School

Inspection report

Unique Reference Number	120064
Local Authority	Leicestershire
Inspection number	313497
Inspection date	5 December 2007
Reporting inspector	Brian Holmes

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	4–11
Gender of pupils	Mixed
Number on roll	
School	112
Appropriate authority	The governing body
Chair	Chris Gardener
Headteacher	Peter Merry
Date of previous school inspection	21 February 2005
School address	Kenilworth Drive Oadby Leicester LE2 5HS
Telephone number	01162 712776
Fax number	01162 711302

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Langmoor is a smaller-than-average primary school, which mainly serves an area of local authority housing around the school. The proportion of pupils joining the school from ethnic minority backgrounds is increasing. There is a higher-than-average proportion of learners with learning difficulties and/or disabilities and of those pupils for whom English is an additional language. The school has achieved the National Gold award for a Healthy School as well as the Green Flag for eco-schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school where pupils' personal development and well-being are outstanding. It is exceptionally well led by the headteacher, who has created an effective staff team. Together they have a shared vision and ethos that result in all pupils achieving well in their academic work and in their personal development. It has a good capacity to improve further because the vision and hard work of the headteacher and his staff. This has led to a strong partnership with parents and pupils, which works well to raise achievement.

The thorough self-evaluation systems the school has put in place to track and check pupils' progress are used well by teachers to inform pupils' learning. Governors are fully involved in this process and fulfil their duties well. Teachers engage pupils well in lessons and motivate them to do their best. A well-planned curriculum gives pupils opportunities to develop their skills and achieve well, although they do not have enough opportunities to apply their basic skills in other subjects. Attainment on entry is below what is expected nationally but once at school, children in the Foundation Stage make good progress. This continues in Years 1 to 5. Pupils attain standards in line with what is expected by the end of Year 2, and through good progress in Years 3, 4 and 5, a significant number of pupils are on track to reach better-than-expected levels by the time they leave the school in Year 5.

Parents have extremely positive views of the school. They say it has a 'community feel to it' and is 'one big family'. Pupils share this enthusiasm and, with the strong ethos of care and support in the school, this results in outstanding personal development and well-being. Pupils' behaviour is excellent and the positive attitudes they demonstrate towards their learning and the activities the school offers them show a clear enjoyment of their education. They have a good awareness of how to stay safe and make positive choices to live healthily. Their contribution to the school, through the school council and 'eco- committee' is outstanding, caring for the school environment and making sure other pupils are aware of their responsibilities. The opportunities they have to participate in the life of the school and their good standards of achievement mean that they are well prepared for the next stage of their education.

Effectiveness of the Foundation Stage

Grade: 2

Children get off to a good start in the Reception class. In a well-managed, caring and safe environment children play and learn through a good balance of adult-led and child-initiated activities. The curriculum is well planned and linked effectively to all the areas of learning, although the use of the outdoor learning area is not linked in to specific areas of learning. Good teaching means that children enjoy their learning and show increasing levels of confidence and independence. These factors result in children making good progress from their below-average attainment on entry and achieve well. Almost all pupils reach the goals expected of them by the end of the Reception year, apart from in writing, and a small number exceed them. They make most progress in their personal, social and emotional development.

What the school should do to improve further

- Give pupils more opportunities to practice their basic skills in other subjects.
- Improve marking so that pupils are clearer about what they need to do next to achieve their targets.

Achievement and standards

Grade: 2

Pupils' good achievement results from a good quality of learning and teaching that meets their different needs, and thorough assessment procedures that track their progress. By the end of Year 2, pupils are reaching standards in line with what is expected nationally, including in writing. The school's assessment data show that, in Years 3 to 5, this good progress continues so that by the time pupils leave at the end of Year 5, a significant number of pupils are already achieving the level expected for the end of Key Stage 2. Pupils with learning difficulties and/or disabilities, and those for whom English is an additional language, make good progress because of good planning that meets their needs.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy school, as shown by their good attendance, excellent behaviour, both in and around school, and respect for each other's views. Their outstanding behaviour begins in the Reception class, where children learn to work together and share toys. They talk with enthusiasm and pride about their school and all the interesting activities on offer to them. They say that they 'have fun lessons' and that 'teachers support them well'. They all know that there are sympathetic adults they can turn to if they are worried or upset. They thrive in school because the school motto 'living, learning, laughing together' enables them to become confident and responsible young citizens. All older pupils act as reading buddies for younger pupils. They know that their views will be listened to and acted on. They have been involved in a range of activities to improve facilities and are particularly proud of the scheme to regenerate a local park. Pupils' spiritual, moral, social and cultural development is good, with pupils showing good levels of respect for the views, values and beliefs of others.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan their lessons thoroughly to meet a wide range of abilities, and their success is seen in the good progress made by pupils of all abilities. Good use is made of learning objectives to help pupils understand what is expected of them in lessons. More-able pupils are sufficiently extended and learners with difficulties and/or disabilities and those for whom English is an additional language are well supported. Teachers engage and motivate pupils through challenging questions and a good range of learning approaches and activities that hold pupils' interest. Marking of pupils' work is thorough and makes clear to pupils what they have done well and when they have reached their targets. However, the school recognises that it has more to do to help pupils know what their next steps are in working towards their targets.

Curriculum and other activities

Grade: 2

The curriculum is well planned and structured to meet the needs of all pupils, including those learners with learning difficulties and/or disabilities. It is broad and balanced, with good attention paid to the 'emotional' curriculum through circle time, 'R-time' and personal and social health education (PSHE) lessons. A wide range of visits and visitors provides opportunities

to enhance learning in an exciting way and the good range of extra-curricular clubs in sporting and creative activities is well attended and appreciated by pupils and their parents. The introduction of the teaching of French from Year 1 onwards is a welcome innovation. Good use is made of the outdoor areas to enrich learning in science and other subjects. Teachers plan links between subjects into their lessons, but there are not enough opportunities for pupils to practice their basic skills in other areas of the curriculum.

Care, guidance and support

Grade: 2

There are clear systems for child protection, first aid and risk assessments are in place. The staff know the pupils well and the school takes its responsibilities for pupils' emotional health seriously, for example, with its involvement in the Massage in Schools Project with younger pupils. Pupils know that the staff are sympathetic and approachable and that they themselves are valued. This good level of care has a positive effect on their progress. Those pupils who have learning difficulties and/or disabilities are very well supported, as are those pupils for whom English is an additional language. Academic guidance is not so strong and has been recognised by the school as an area for development. Pupils know their targets and when they have achieved them. They are less confident about how their work has improved to reach the target and the school recognises that it has work to do to improve this aspect of their guidance.

Leadership and management

Grade: 2

The enthusiasm and dynamism of the headteacher is a driving force in the school. The staff have responded well to the challenge of the roles and responsibilities given to them. The school is involved in several initiatives to raise pupils' standards of achievement and personal development and well-being, all of which are at an early stage in their impact. There are thorough self-evaluation processes and pupils are set challenging targets to raise their standards of attainment and achievement. There are effective systems for checking the quality of teaching and tracking pupils' progress, with a clear focus on improving pupils' learning to raise their achievement. All pupils are equally valued and have equal access to the opportunities that the school offers. Governors fulfil their duties well, are extremely supportive and challenge the school well through their meetings and committee structures. Parents have extremely positive views of the school and express high levels of confidence in its work.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

6 December 2007

Dear Pupils

Inspection of Langmoor Primary School, Oadby, Leicester, LE2 5HS

Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking to you and listening to what you had to say. We know that you are proud of your school and enjoy going there. We think that Langmoor is a good school with several strengths. These are the main things we found out about your school:

- You make good progress in your work, and achieve well.
- You behave extremely well, like coming to school and really enjoy your learning.
- You have a good understanding of how to keep healthy and safe.
- You make an excellent contribution to running the school and to activities in the local community.
- Your teachers teach you well and mark your work thoroughly, although you are not always sure about what to do next to improve your work.
- You are provided with a lot of exciting and interesting activities and clubs.
- You are looked after well by the adults in school.
- The headteacher leads the school extremely well and all the adults are working hard to help him.
- In order to make the school even better we have asked the school to:
 - give you more opportunities to practice your reading, writing, number and ICT skills in other subjects
 - help you to know what to do next to improve your work.

You can help your teachers by continuing to work hard and doing your best to do as well as you can.

Best wishes

Brian Holmes

Lead inspector