

Inspection of Langham Primary School

School Road, Langham, Colchester, Essex CO4 5PB

Inspection dates: 1 and 2 November 2023

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 | Outstanding |
| Previous inspection grade | Good |

What is it like to attend this school?

Langham Primary School is friendly, caring and inclusive. Pupils are happy coming to school, and they feel safe and secure here. Pupils say that 'everyone is welcome' and 'no one is left out'. Older pupils look after younger pupils through the school's buddy system.

Leaders have high expectations for both behaviour and achievement. Pupils behave well in lessons and around the school. They have positive attitudes to learning. Pupils learn successfully. The school prepares pupils well for the next stage of their education.

Children in the early years get off to an exceptional start. Every learning activity is purposeful. Pupils show high levels of concentration and enjoyment as they work and play. Staff take every opportunity to extend children's learning.

Pupils value the wider opportunities that are on offer to them. Outside of lessons, there is a wide range of sporting events in which they can choose to participate, such as squash and yoga. Older pupils enjoy taking on roles of responsibility, such as becoming a school librarian, or answering the telephone at lunchtimes. As a result, pupils learn to become resourceful and responsible.

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

Staff have worked hard to design an ambitious curriculum. The curriculum enables pupils to regularly practise using their knowledge. This helps pupils to recall and remember their prior learning. Learning proceeds in small steps, allowing pupils to build steadily on what they already know. Pupils enjoy their lessons and can recall much of what they have learned. There is a focus on developing pupils' vocabulary right from the start.

In a few subjects, the school is still designing the order in which teachers deliver learning. This means that pupils are not securing as much knowledge over time as they do in the rest of the curriculum. This is particularly evident for reasoning and problem-solving work in mathematics.

Teachers use questioning well to check pupils' understanding. This helps pupils explain the reasons for their answers. Teachers spot any misunderstandings quickly and address these straight away. Adults ensure that children become confident in their use of language.

Teachers use their strong subject knowledge to present new learning clearly and confidently to pupils. Teachers give explanations that help pupils learn and remember new information. Teachers have high expectations for pupils' learning. They support pupils to use key vocabulary confidently in their spoken and written responses. This begins in Reception.

Children flourish in the early years. The school ensures that parents are involved as partners in learning so that children get off to the best possible start. Children are quick to learn the routines of school life. Adults take account of children's interests when planning how to develop their knowledge in all areas of learning. Activities and experiences bring learning to life for children. Children are highly enthusiastic learners. Their behaviour is exceptional. As a result of this high-quality provision, children achieve very well and make exceptional progress.

The school has made reading a high priority. Staff are well trained. There is a consistent approach to the teaching of phonics. Children begin to learn the sounds that letters represent from their first few weeks in Reception. Staff pay close attention to how well pupils learn sounds. Staff provide support when needed. Books used by pupils to help them learn to read are well matched to their ability. As a result, pupils quickly become confident, fluent and independent readers. Pupils say that they enjoy reading.

Pupils with special educational needs and/or disabilities (SEND) are very well supported to succeed in school. Staff know pupils well. They understand their individual needs. Consequently, teachers are able to ensure that pupils with SEND receive the precise help that they need so that they can successfully learn the same curriculum as their peers.

The school promotes many aspects of pupils' personal development effectively. Pupils learn about the importance of managing money. Pupils have a clear view about equalities and differences. They say, 'We are all human and everyone should be treated equally.'

Pupils say that behaviour is nearly always good. They say that there are trusted adults they can talk to if they have a problem. Pupils say that adults resolve problems swiftly should they arise.

Governors keep themselves well informed. This enables them to carry out their roles and responsibilities effectively. Staff are proud to work at the school. They feel valued. They say that senior leaders have everyone's well-being at the heart of all they do.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, work to fully sequence the curriculum or to embed improvements has not yet been completed. This means that, in these subjects, pupils are not securely building knowledge and skills over time. The school needs to ensure that the order in which learning is delivered is clearly laid out in the

curriculum plans for all subjects so that pupils can build on and apply what they have learned previously.

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

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| Unique reference number | 114730 |
| Local authority | Essex |
| Inspection number | 10287084 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 5 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 94 |
| Appropriate authority | The governing body |
| Chair of governing body | John Jones |
| Headteacher | Andrew MacDonald |
| Website | www.langham.essex.sch.uk |
| Date of previous inspection | 20 March 2018, under section 8 of the Education Act 2005 |

Information about this school

- The school does not use any alternative provision.
- The school provides a breakfast club, when required, and an after-school childcare club.

Information about this inspection

The inspectors 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 met with the headteacher and other leaders.
- The lead inspector met with five members of the governing body, including the chair. He also spoke with a representative of the local authority.

- Inspectors carried out deep dives in early reading, mathematics, science and art. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors spoke with parents. Account was taken of the responses to the online questionnaire, Ofsted Parent View. Inspectors also spoke with groups of pupils and staff.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime. Inspectors scrutinised attendance records and behaviour logs.

Inspection team

Nick Rudman, lead inspector

Ofsted Inspector

Simon Harbrow

Ofsted Inspector

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