

# INSPECTION REPORT

## **KINGS LANGLEY PRIMARY SCHOOL**

Kings Langley

LEA area: Hertfordshire

Unique reference number: 117283

Headteacher: Mr I Stevens

Reporting inspector: Mr N Sherman  
16493

Dates of inspection: 3 - 5 March 2003

Inspection number: 247757

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school.
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Common Lane Kings Langley Hertfordshire
Postcode:	WD4 8DQ
Telephone number:	01923 263321
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Stevens
Date of previous inspection:	8 December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Kings Langley Primary School is situated in the village of Kings Langley in Hertfordshire. It is larger than most primary schools and provides education for pupils in the 3 – 11 age range. There are 421 pupils on roll, and slightly more boys than girls. The proportion of pupils with special educational needs is below the national average; the proportion of them with a statement of special educational needs is also below average. The proportion of pupils who claim free school meals is below average. The percentage of pupils with English as an additional language is a little higher than average, but none of these pupils is at an early stage of language acquisition. Pupils enter the school with above average levels of attainment.

### **HOW GOOD THE SCHOOL IS**

The school is very effective and provides pupils with a high quality of education. At the end of both key stages, pupils reach high standards in English, mathematics and science. The teaching of English is often very good and the teachers are effective in promoting the pupils' writing skills through other subjects of the curriculum. The pupils make good progress in art and design and by the time they leave the school they reach standards above national expectations. They very much enjoy their learning and their positive approach to their studies is fostered by well-planned activities. The teachers effectively plan pupils' learning of writing through other subjects. The staff have a high degree of care towards pupils, and provision for those with special educational needs is very good. The school is very well led and managed, and the headteacher, staff and governors are highly committed to ensuring that the pupils are provided with a high standard of education so that they can achieve to the best of their ability. The school provides good value for money.

#### **What the school does well**

- The teaching of English is very effective, ensuring that pupils reach standards above the national expectations at the end of Years 2 and 6; teachers make very good use of writing to promote the pupils' learning.
- Throughout the school, the pupils make good progress in mathematics and science.
- By the end of both key stages, the pupils reach standards above the national expectations in art and design and the subject makes a good contribution to the pupils' cultural development.
- The pupils greatly enjoy their learning, and relationships are very good.
- The curriculum is well planned and contributes much to the pupils' learning.
- The provision for pupils with special educational needs is very good, ensuring that they make progress comparable with that of their classmates.
- The leadership and management of the school are very effective and ensure that the school's aims are well met.

#### **What could be improved**

- The number of computers is insufficient to enable the pupils to make the progress of which they are capable.
- Opportunities to promote aspects of the pupils' personal development are sometimes missed.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in 1997 and since then it has made very good progress. The school has worked hard to tackle the issues from the last report. This has resulted in much higher standards in National Curriculum tests, which over the past three years have been consistently higher than the national average at the end of both key stages. The school has developed robust procedures to monitor and track the pupils' academic progress and the information is put to good use to plan future

improvements in the pupils' learning. Schemes of work have been developed as have the procedures to monitor effectively the pupils' progress. This is more frequent and gives the management of the school, including the Governing Body, a firm idea of what the school does well and what needs to be improved. While the school has successfully tackled the shortcomings highlighted in the last report in relation to the curriculum for information and communication technology (ICT), the number of computers in the school has not kept up with improvements seen nationally. The school is well placed to maintain its current strengths and make further improvements in pupils' learning.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	A*	A	B
mathematics	A	A	B	D
science	A	A	B	C

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The above table indicates that pupils reached standards in the 2002 National Curriculum tests (SATs) that were well above average in English and above average in mathematics and science. When compared with similar schools, based on the numbers of pupils who claim free school meals, standards were above average in English, average in science and below average in mathematics. Over time, the rate of improvement in National Curriculum tests has been in line with that seen nationally.

The findings of the inspection are that standards in English, mathematics and science are above the national average and not well above as in the most recent Key Stage 2 SATs. The difference between inspection findings and National Curriculum data over the past three years is attributable to the difference between different groups of pupils. The school's assessment data indicates that the overall attainment of the current Year 6 pupils is not as high as that seen in previous years. The pupils make good progress in English, mathematics and science and the good attention that is paid by teachers to promoting the pupils' literacy and numeracy in other subjects has a beneficial impact on their achievements in these areas. Art and design has a high status in the school and this results in standards being reached by pupils that are higher than national expectations at the end of both key stages. Standards in ICT are in line with expectations; however, pupils' learning is restricted in this subject owing to the limited access to computers in classes.

The 2002 National Curriculum test results for pupils at the end of Key Stage 1 indicated that pupils reached standards that were well above the national average in reading, writing and mathematics. When compared with similar schools, standards were above average in reading and well above average in writing and mathematics. Inspection findings confirm the National Curriculum test results and confirm that pupils reach standards that are well above the national average in reading, writing and mathematics. Although pupils enter the school with above average levels of attainment, they continue to make good progress at Key Stage 1.

By the time they start Year 1, the vast majority of pupils attain the Early Learning Goals in each of the six areas of learning. In their communication, language and literacy and mathematical areas, the children attain beyond the Early Learning Goals.

Pupils with special educational needs are very well supported in lessons. They are fully included in all aspects of provision and they make good progress both academically and socially.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils work hard in lessons and approach their work with high levels of enthusiasm.
Behaviour, in and out of classrooms	Standards of behaviour are good and pupils are sensitive to and very much respect the needs of others.
Personal development and relationships	Relationships are very good and have a positive impact on the quality of life in the school. Greater scope could be given for pupils to take more responsibility for their own learning.
Attendance	Attendance is above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Overall, the quality of teaching and learning is good throughout the school with some very good features. Children in the Foundation Stage are well taught and good attention is paid to developing their literacy and numeracy skills. At Key Stages 1 and 2, the teaching of English is very good and very successfully promoted through other subjects. Equally good attention is given to the teaching of numeracy and the teachers carefully plan interesting and challenging activities in other subjects to promote the pupils' confidence in using numbers. The teaching of science is good, with sufficient attention being paid to developing the pupils' skills of scientific enquiry. The teaching of art and design is good and has a strong impact on the pupils' cultural and spiritual development. The teaching of ICT is satisfactory, although the impact of this is limited through the lack of opportunities in daily lessons for pupils to practise and refine their skills. Strengths in teaching across the school include the way that teachers plan learning to ensure that the pupils' skills and understanding in one subject are successfully promoted through another and in the quality of relationships and the management of pupils, which are very good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and balanced curriculum which is effective in promoting the pupils' academic, physical and creative development. The way the school plans learning, allowing pupils to develop their understanding of a theme through different subjects, is a particular strength.
Provision for pupils with	Very good. All pupils are successfully included in all activities and the quality of the support that they receive on a day-to-day basis is very



special educational needs	effective.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is good. These pupils are well supported and make similar progress to that of their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, social, moral and cultural development is good. The school plans carefully and very effectively to ensure that the pupils fully develop their understanding of what it means to live in a multi-cultural society.
How well the school cares for its pupils	All pupils are well cared for on a day-to-day basis by a hard-working staff who are very sensitive to the personal needs and circumstances of the pupils. Assessment arrangements in English, mathematics and science are very good and help to build a useful profile of where pupils are achieving and what they need to do to improve further.

Parents are supportive of the school and the school's parent association, 'KLIPSA', gives the school very good support. Many parents support their children in their learning at home and this has a beneficial impact on their progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has clear overview of the work of the school and is very successful in engendering a team spirit that is focused on providing pupils with a high quality of education. The senior management team provides very good support and the role of the subject managers is very well developed.
How well the governors fulfil their responsibilities	The governors provide the school with well-targeted support and are very well informed and knowledgeable about the work of the school. All their responsibilities are effectively met.
The school's evaluation of its performance	The headteacher and Governing Body have a very good appreciation of the school's strengths and through a well-planned programme of monitoring teaching and learning have a clear understanding of how provision could further be improved. Very good use is made of assessment data to gauge the extent of pupils' progress and to maintain high standards.
The strategic use of resources	The school makes effective use of resources, particularly the expertise of the staff to support learning. Governors have a secure understanding of the principles of 'best value'.

The quality of accommodation is sufficient to ensure that the National Curriculum can be taught. The numbers of teachers and support staff who are suitably qualified and trained is good as is the quality of learning resources; however, there are too few computers for the number of pupils on roll and this reduces the pace of their learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
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<ul style="list-style-type: none"> <li>• The high standards pupils reach</li> <li>• How pupils are prepared for moving to secondary school</li> <li>• The positive ethos and atmosphere the school promotes</li> <li>• The care their children receive</li> </ul>	<ul style="list-style-type: none"> <li>• How they are kept informed about their children's progress</li> <li>• Provision for competitive sport</li> <li>• The range of extra-curricular activities</li> </ul>
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Inspectors fully support the parents' positive views of the school. Inspection findings indicate that parents are provided with suitable information and opportunities to be kept informed about their children's progress and they have unrealistic expectations of the school in this matter; however, inspectors find that the range of extra-curricular activities is less than that found in other schools of a similar size and inspectors agree with their views about the scope for pupils to take part in competitive sports.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The teaching of English is very effective, ensuring that pupils reach standards above the national expectations at the end of Years 2 and 6; teachers make very good use of writing to promote the pupils' learning.**

1. The National Curriculum test results at the end of Key Stage 1 (SATs) indicated that the pupils reached standards well above the national average in reading and writing. When the results are compared with similar schools, standards were above average in reading and well above average in writing. At the end of Key Stage 2, pupils reached standards in the 2002 National Curriculum tests for English that were well above average and when compared with similar schools, above the national average. The pattern of attainment in English is that over the past three years, standards reached by pupils in the tests have been well above average at the end of both key stages. Although pupils enter the school with above average levels of attainment in English, with many pupils demonstrating high levels of confidence in speaking and listening, they continue to make good progress in English as they move through each of the classes. When the results of pupils who left the school in 2002 are compared with their National Curriculum scores at the end of Key Stage 1, the test data indicates that pupils continue to make very good progress.
2. A key factor behind the very good progress that pupils make in English is the very effective teaching, which is good, and the teaching of writing which is frequently very good. Many teachers demonstrate very secure subject knowledge and understanding and have high expectations of what pupils are able to produce in their English work. The school has been equally successful in ensuring that the strategy for literacy has been effectively implemented, and the teachers' planning for each year group has been regularly overseen by the co-ordinator to ensure that the pupils' learning is successfully built on year by year.
3. Teachers pay particularly close attention to how other subjects can be used to support the pupils' learning in other subjects. This has a beneficial impact on their progress both in understanding the nature of the writing process and in developing their knowledge of the subject concerned. In Year 2, for example, pupils are given good opportunities to write extended pieces about the Great Fire of London, how it started and spread, and of the lives of people renowned at the time such as Samuel Pepys and Guy Fawkes. As they move through the school, pupils continue to be provided with rich and interesting writing activities. In Year 5, pupils are encouraged to write accounts of how to design and make a moving cam mechanism as part of design and technology work; in history, Year 6 pupils make good use of historical photographs as they write about what life during the Second World War may have been like and in science, pupils write detailed accounts of their investigations as they explore and write about how the type of liquid affects the time it may take to run down a slope. Occasionally, pupils' writing flows across more than one subject area. For example, as part of the Year 6 history topic about Life in Britain, pupils had to solve a particular mathematical problem involving the use of 'coupons' in the clothing rations that people in the war were given. Pupils had to determine and explain their thinking in writing and diagrams, as to how many coupons could be spent on new clothes for a wedding if two-thirds of the family's coupon allowance had already been used and six of the allowance of 48 coupons had to be left unused. Such work both challenges the pupils in their mathematical thinking and develops their insight into the day-to-day decisions that people living during the war had to take in order to make full and effective use of the rations they had.
4. As a result of the very good teaching in English, many pupils reach standards in speaking and listening at the end of both key stages that are above expectations. Pupils of all ages are given time in lessons to discuss ideas in small groups, and the concluding parts of lessons are used well by teachers to give pupils a chance to explain what they may have discovered in the lesson to the rest of the class. This helps to develop the pupils' confidence in talking to a wider audience. The pupils demonstrate appropriate sensitivity to their classmates and listen well to the views of

others when discussing certain issues. Many pupils are confident readers and by the end of both key stages reach standards that are well above national expectations. Many pupils read expressively and understand and use the skills of intonation to give their reading added impact. Pupils have a good repertoire of famous authors and explain clearly why they prefer one author to another. Since the previous inspection, the school has re-sited the school library in the centre of the school and this has ensured that pupils are given regular opportunities to use the facilities there to support their studies. The good use of non-fiction materials in classrooms for pupils to pick up and browse through further supplement the topic work that the pupils undertake and helps them to develop their skills such as skimming, scanning and making notes of the information they need to gather. The role that many parents play in supporting their children's reading development is a further significant factor in the high standards that the pupils reach in their reading.

5. By the end of Year 2 and Year 6 pupils reach standards in writing that are at least above the national expectations and at the end of Year 2 are well above the average. By the end of Year 2, many pupils are using joined handwriting, spell accurately and have a good understanding of the part that capital letters, full stops and, for higher-attaining pupils, speech marks play in giving structure and cohesion to their writing. Pupils enjoy writing stories and at times are encouraged to write their own books, helping to ensure that they understand that writing is for a wider audience. As they move through Key Stage 2, the pupils continue to make good progress in their understanding of the need to produce writing that is clear and demarcated with effective punctuation. Older Key Stage 2 pupils have a good understanding of the importance of drafting in the writing process, although the limitations of the school's ICT resources means that pupils get too little access to computers to edit and re-draft their work.
6. Throughout the school, all teachers effectively ensure that pupils are taught and given every encouragement to use rich and interesting vocabulary and imagery in their writing in order to make an added impact on the reader. Good use is made of poetry in all classes as one way of achieving this. One Year 6 pupil, for example, when writing a piece of poetry about what it might feel like to be a tree at different times of the year wrote, *'When it is raining, my crumbling leaves droop and fall. I hang my head, and teardrops fall from my eyes.'* Throughout the school the writing of rich and varied poetry is often the norm rather than the exception and comes from pupils who are effectively taught to develop a good understanding of the writing process not only from a technical perspective, but also as a means of developing a greater understanding of the world in which they live.

### **Throughout the school, the pupils make good progress in mathematics and science.**

7. The 2002 National Curriculum test results (SATs) for mathematics at the end of Key Stage 1 indicated that pupils reached standards well above the national average. When compared with similar schools, standards were also well above the national average. The Key Stage 2 2002 test results indicated that pupils reached standards above the national average, although the results were below average when compared with similar schools. In science, the teachers' assessments of pupils at the end of Key Stage 1 indicated that pupils reached above average standards. At Key Stage 2, pupils reached standards that were above the national average.
8. Inspection findings confirm that pupils reach standards at the end of Year 2 that are well above the average in mathematics and above the average by the end of Year 6. In science, standards are above average at the end of both Year 2 and Year 6. Pupils make good progress in both mathematics and science as they move through each of the classes. In both subjects, pupils are given good opportunities to undertake challenging work of an investigative nature. In Key Stage 1, for example, as part of the class theme of *The Great Fire of London* the pupils had to work out the least number of trips it would take five adults and three children to cross the River Thames to escape from the fire if the boat they were travelling in could hold only two people at a time. The pupils were encouraged to work in small groups and use diagrams to explain their thinking as they solved the problem.

9. In mathematics, by the end of Years 2 and 6, pupils have a very good understanding of number and use this well to solve mathematical problems in everyday situations. At both key stages, the pupils rapidly gain in confidence in calculating and using the four rules of number and at the start of lessons, which has a strong focus on solving quick-fire mental problems, and helps to develop the pupils' speed and accuracy in solving problems. As they move through the school, the pupils continue to make good progress in their understanding of measurement, shape and space as well as their understanding of how mathematical data can be presented in the form of tables and charts. By the time pupils leave the school, they understand well how a spreadsheet can be used in this aspect of mathematics and they are able to explain how the graphing function within a spreadsheet can be used to present data in a variety of ways.
10. In science at the end of both key stages, pupils have a good breadth of understanding in various scientific topics. Pupils of all ages and abilities very much enjoy their science work, are curious about the world and are very interested in exploring and finding out things for themselves. By the end of Year 2, pupils are able to make sensible predictions and have a secure perception of what it means in science to carry out a 'fair test.' They observe carefully, and their well-developed literacy skills helps them to present their work neatly and accurately, allowing the reader to follow their line of thinking. At Key Stage 2, pupils' progress in undertaking investigation work of a more challenging nature continues to be successfully developed. Pupils learn that changing the variables within an investigation can alter the ebb and flow of their work and ultimately weaken the validity of their findings. The teaching of science at both key stages is highly effective in promoting pupils' high levels of curiosity. This helps to ensure pupils develop a good knowledge and understanding of topics such as materials, electricity, forces, light and living processes as they move through the school.

**By the end of both key stages, the pupils reach standards above the national expectations in art and design and the subject makes a good contribution to pupils' cultural development.**

11. By the end of Years 2 and 6, pupils reach standards in art and design that are above national expectations. Throughout the school, the teachers place great emphasis on art and design not only as a way of developing the pupils' skills but also facilitating their understanding of the world around them. Pupils make good progress in the subject as they move through each of the classes and by the time they leave the school, they have a well-developed appreciation of the role that art and design can play in their lives and the many ways that art and design can be created.
12. In the Foundation Stage, children are given good opportunities to develop their creative skills and by the time they enter Year 1, they are reaching standards above the expectations of the Early Learning Goals in this aspect of their learning. By the end of Year 2, pupils have well-developed painting and drawing skills and in both Year 1 and Year 2, pupils are given good opportunities to practise their skills as they move through each of the classes. When painting, pupils know how to mix colours to make others and they have a good understanding of pattern. Their understanding of how art and design can be generated using three-dimensional materials is good and Year 1 pupils successfully develop their understanding and skills in this medium by, for example, paper weaving. As they move through each of the classes at Key Stage 2, pupils continue to refine and develop their skills using a wide range of media. Year 3 pupils use crayons well to develop their understanding of pattern and understand what is meant by 'secondary' colours and how these are formed by mixing primary ones. Year 4 pupils use paint well to create their own work based on that of the Italian artist Lazzerni who used geometric shapes as a basis for his art. Year 5 pupils successfully develop their perception of line and tone in their drawings and by the end of Year 6, pupils have increased their understanding of the need for preparatory work as a basis for their art and design. Their work on the topic of 'Masks', for example, indicated they are able to identify the skills and materials needed in order to create paper sculptures in the form of masks of their own. They understood as a result of this work the different skills and techniques involved, such as 'running', 'chain' 'blanket' and 'cross' stitches.

13. The high standards pupils reach in their art and design work are a result of a number of factors. One of these is the manner in which teachers plan other subjects to support pupils' learning in art and design. Where possible, geography, history, design and technology and English are all used effectively as stimuli for teaching and learning. In addition, there is a carefully planned programme of work to enable pupils to learn the techniques of famous artists and craftspeople and apply them to their own work. These include local artists such as Mike Cahillane whose work older pupils have explored in some depth. His work and techniques are prominently displayed around the school and successful promote the pupils' understanding of how modern day artists, for example, use photographs as a means of preparation. Another important factor that contributes to the high standards is that pupils' work is carefully and attractively displayed. The care that teachers take in doing this helps to give the subject a high status in the minds of pupils, spurring them on to produce work of high quality.
14. The subject makes a very strong contribution to the pupils' cultural development. By exploring the works of famous artists, both European and further afield, the pupils learn how art and design is valued and created in other countries. As part of their exploration of the Chinese New Year, Key Stage 1 pupils created a very high quality 'dragon'. They drew and devised their own mathematical puzzles as well as their own lanterns as part of discovering the significance of 'Teng Chiek' to Chinese people. Work such as this proves highly effective not only in developing the pupils' understanding of how art and design can be created but also their understanding of the customs and traditions of other cultures.

### **The pupils greatly enjoy their learning, and relationships are very good.**

15. Throughout the school, the pupils greatly enjoy their learning and demonstrate very positive attitudes to their work and each other. Many, including the children in the Foundation Stage, work very hard in lessons in order to achieve a high standard of work. At Key Stages 1 and 2, many pupils go to great lengths to present their written work as neatly as possible. In lessons, the pupils listen well and take a full and active part in the opening parts of lessons where they may be asked what they had learned in a previous session or what they think might happen next when reading part of a 'Big Book.' Concentration levels are good; pupils apply themselves well, are prepared to push and extend themselves in what they are asked to do and are naturally curious about the world around them.
16. Relationships are very good. Pupils are receptive towards others and demonstrate a sensitive appreciation of those who may not be as confident as themselves in voicing an opinion or reading aloud. Although the school has a lower than average number of pupils with special educational needs, those who have are fully included in the full range of learning experiences offered to pupils. Pupils are highly sensitive to those with a high level of need and treat them with respect. Relationships between pupils and the adults who support them in their learning are equally very good, and many teachers and learning support assistants are effective in establishing class routines that focus on creating a positive working atmosphere where all are encouraged to succeed in what they are asked to do.

### **The curriculum is well planned and contributes much to the pupils' learning.**

17. Across the school, the curriculum is well planned and contributes significantly to the pace of pupils' learning. At the Foundation Stage, teachers have a good knowledge and understanding of how young children learn and successfully plan the children's learning in line with national guidance. Good attention is paid to letting the children learn through imaginative structured play and this has a beneficial impact on developing their speaking and listening skills as well as their ability to work effectively and co-operatively with their classmates. Good scope is given for the children to learn through first-hand experience and exploration.
18. At Key Stages 1 and 2, pupils receive a broad and balanced curriculum, which successfully promotes good progress and attainment. Teachers are very successful in ensuring that the

curriculum is planned in such a way that pupils in all classes successfully develop their basic skills in literacy and numeracy through other subjects of the curriculum. In one good Year 6 design and technology lesson seen during the inspection for example, pupils were asked to make a 'home' for a teddy bear from a sheet of paper using scissors and a ruler. The pupils worked well and successfully developed their understanding of the need to estimate and measure carefully in order to complete the task set.

19. A key strength in the curriculum is the effective way that teachers carefully think through at the planning stage how elements within one subject can contribute to pupils' learning in another. One example seen during the inspection typifies the school's approach to planning the curriculum well. At Key Stage 1, as part of the pupils' study of the *Great Fire of London*, they explored the life and times of Samuel Pepys, drew pastel sketches of him based on pictures seen in non-fiction books and learned through their reading and writing how the fire started and what the consequences were. Pupils created a large collage of the timber houses in art and design and were given scope to play with musical instruments and learn the simple songs and tunes that were sung during the period. The curriculum is further enhanced by the effective way in which pupils are taken to places of educational interest in order to reinforce their learning. In addition, pupils are provided with good scope to listen to visiting speakers or take part in enactment days such as that seen during the inspection by Year 3 pupils who had the experience of a 'Roman Day.' Work such as this successfully enriches the quality of pupils' learning and has a positive impact on the level of interest in what they are doing. Many pupils and parents indicate that the quality of the topic work and themes is one of the school's many strengths.

**The provision for pupils with special educational needs is very good, ensuring that they make progress comparable with that of their classmates.**

20. There is very good provision for pupils with special educational needs and this results in the children concerned making good progress as they move through each of the classes. Pupils are identified early and as much information as possible is gathered including the views of parents who are informed early about any concerns the school may have about their children. This preparatory work results in pupils' progress being carefully monitored and regularly checked. After evaluation over time, pupils may have individual learning plans devised for them. These are clear and outline the precise targets and level of support felt necessary for the pupils to make progress. The individual education plans are reviewed termly, or more frequently if necessary and the information gathered is used as a basis for formulating the pupils' next plan. At all times parents are closely involved in the process, thereby ensuring that the liaison between the school and home is close, visible and genuine.
21. Teachers make good use of the pupils' learning plans. In addition, learning support assistants are fully briefed as to the nature of the support they are to give. The pupils are regularly assessed to gauge the extent of their learning, and the information gathered is used well to plan the pupils' next steps. The school ensures that the learning support assistants receive regular training and this keeps them up-to-date with current thinking on how best to support pupils with special educational needs. The effective liaison with outside agencies contributes well in this regard. Relationships between the pupils and the adults who support them are very good. The adults and other pupils in the class treat the pupils with respect and this has a positive impact on their self-esteem.
22. The management of the arrangements for pupils with special educational needs is very good and the co-ordinator provides a clear lead and good levels of support for her colleagues. Governors are kept fully up-to-date on special educational needs matters and the nominated governor liaises frequently with the special educational needs co-ordinator to help build up further the picture of the school's provision. Her enthusiasm for ensuring that the pupils are fully included in all aspects of school life helps to ensure that the school's goals of inclusion for all are realised.

**The leadership and management of the school are very effective and ensure that the school's aims are well met.**

23. The leadership and management of the school are very good. The headteacher has a well-developed insight into where the school's strengths lie and has led the school well since its previous inspection. Of note has been the very good progress made in building procedures to strengthen how the school monitors its progress and in the developing to a high standard the range and quality of assessment procedures to monitor pupils' progress. A very effective senior management team who meet regularly to discuss aspects of the school's progress ably supports the headteacher.
24. Since the previous inspection, co-ordinators have been given increased responsibility and authority by the headteacher and the procedures that have been developed to monitor teaching and learning are worked through in an effective and self-critical manner. The headteacher and staff ask questions of their work in an open and honest way and from this they leave in place what is working well and develop further strategies for what needs improvement. There is a well-planned programme for evaluating teaching involving the headteacher, senior management team and co-ordinators. Teachers are given feedback on the quality of their teaching, and the information from this monitoring is dovetailed carefully into overall school development. The school has been very successful in introducing and embedding the national arrangements for the performance management of staff. The team structure for overseeing this is clear and teachers are given good opportunities to review their work in light of the targets that have been set for them. The school has streamlined the principles of performance management to include the support staff and this enables them to feel valued and equally important members of the school team. The headteacher places good emphasis on staff development and there is a regular programme of updating all staff's knowledge and understanding of the subjects they teach. This programme is carefully matched to the professional needs of the staff as well as the overall goals for the school.
25. A further element of the effectiveness of the management of the school is the manner in which the school uses its rigorous assessment procedures to highlight trends in what pupils are doing well or where they could further improve. Children are assessed when they enter the school and appropriate targets are set for end of Key Stage 1 national tests based the information gained. The SATs information at the end of Year 2 is used equally effectively to set targets for pupils to reach at the end of Year 6. At regular intervals during the academic year, teachers in their year groups evaluate what pupils have achieved and where further work is perhaps necessary to consolidate the learning of those who have not been initially successful in grasping new ideas and concepts. The pupils are grouped according to their ability in various subjects at Key Stage 2; however, the group structure is often changed in light of the progress that the pupils make. The careful analysis of the information gained is used well by teachers to modify pupils' learning, enabling many pupils to succeed well at their own particular level.
26. The quality of strategic planning is very good, and the school improvement plan successfully highlights the need to strive for higher standards. Drafted in close co-operation with staff and governors, the plan gives a clear rationale for school improvement. Good use is made of the school budget and the various grants given to the school to support development. The time of the deputy headteacher, who is non-teaching, is used well. The headteacher also makes skilful use of the expertise of individual staff to teach particular subjects. At Key Stage 2, teachers 'swap' classes for subjects such as music, science and this ensures that the pupils get the full benefit of the individual expertise of teachers. The school's decision to employ teachers in a part-time capacity to provide non-teaching time for staff not only enables the monitoring of teaching to be consistent but also provides flexibility in that the staff concerned are also used to provide cover for staff illness. This ensures teachers who are well known to them teach pupils. Regular evaluation is undertaken of the progress made and initiatives are carefully planned and costed. The areas for development identified by the inspection team had already been highlighted by the school for improvement. There is a clear action plan to improve provision for ICT and the school is actively exploring ways in which pupils can contribute more to their personal development.
27. Governors provide the school with good support and are effective in fulfilling their responsibilities. Requirements for pupils with special educational needs are well met, as are those for the few pupils at the early stages of learning English. Governors work closely with the headteacher and



they are given clear and regular information about developments in the school. In addition, many governors visit regularly in a formal capacity and also informally to share school celebrations and assemblies. Such work and the commitment of the governors gives them a good understanding of what the school does well and of the achievements of the pupils.

28. The effectiveness of the leadership and management ensures that the school's aims are fulfilled. These are clear and centre on ensuring that the pupils' personal, academic, physical and social needs are effectively met. Discussions with Year 6 pupils during the inspection indicated that the school aim of wanting '*children to have enjoyed their time here and to look back in future years and value their time at Kings Langley Primary School*' is one that is particularly well achieved.

## **WHAT COULD BE IMPROVED**

### **The number of computers is insufficient to enable pupils' make the progress of which they are capable.**

29. At the time of the last inspection, the curriculum for ICT was found to be insufficiently developed and as a result standards reached by pupils in ICT at the end Year 6 were unsatisfactory. The school has worked hard to tackle the shortcomings identified. Staff knowledge and confidence in using computers to support their teaching have considerably improved and the number of computers and amount of software in classrooms has been increased. Where appropriate teachers make effective use of ICT to support the pupils' learning. In mathematics and science, for example, pupils use spreadsheets to interpret information and are able to use the various tools in the software to present their information in the form of tables and charts. Pupils are given sufficient opportunities to use computers to explore, locate and retrieve information from the Internet in support of the topic work they undertake. As a result, standards reached by pupils in ICT are much improved since the previous inspection and are now in line with national expectations.
30. Despite these improvements, however, the number of computers to support pupils' learning is still well below the national average. In some instances there is only computer per class. Although the teaching is often good, in the lessons observed during the inspection, pupils did not have sufficient opportunity in these lessons to use the computers to try out for themselves the knowledge and skills that teachers were demonstrating. This reduces the pace of their learning that is satisfactory overall, but given the high levels of attainment many pupils demonstrate is not as brisk as it could be. As not all pupils have access to computers at home, this can lessen further their progress compared to those pupils that do.
31. The school is very much aware of the current limitations on pupils' learning. Governors and staff are working closely together to remedy the present situation. A comprehensive action plan that has been suitably costed has been devised and when actioned should do much to improve provision and enable pupils to make the progress commensurate with their ability.

### **Opportunities to promote aspects of pupils' personal development are sometimes missed.**

32. Many pupils at Kings Langley Primary School very much enjoy their learning and are keen to produce work of a high quality that befits their ability. They work in lessons and are keen to succeed in all that the school provides. Many of the pupils enter the school with above average levels of ability and demonstrate a good capacity to take on more responsibility for their own learning or to assist in some aspects of the day-to-day management of school life. Older pupils are given some opportunities through, for example, getting the hall ready for assembly or taking messages around the school. In addition, pupils are strongly encouraged to collect for others both in the school community and further afield through the school's links with a primary school in The Gambia. Year 4 and Year 6 have good opportunities to take part in residential trips and these

activities add much to the pupils' social development and understanding of what it means to be a member of a wider social group. There are too few opportunities, however, for pupils to take part in competitive sports or further develop the skills learned through the peripatetic teaching of music in the form of a school band or orchestra. Although the school has plans for a school council, there are limited opportunities for the pupils to have a say in the school's organisation, take part in debates, greet visitors to the school or to take increased responsibility for the direction some of their learning could take. The restricted provision for ICT further limits pupils' personal development in this respect.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

1) Improve the rate of pupils' progress in ICT by:

- implementing the devised plan for improving provision
- developing a whole school approach to ensuring that ICT can be used to further facilitate pupils' personal development.

(paragraphs | 29-31 )

2) Further extend the scope and possibilities for pupils to become more independent in their learning and to develop their initiative in and around the school.

(paragraph | 32 )

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	10	15	5	-	-	-
Percentage	3	33	48	16	-	-	-

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. When the total number is substantially less than 100, care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	397
Number of full-time pupils known to be eligible for free school meals		7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register	2	40

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	17

### Attendance

#### Authorised absence

	%
School data	4.8

#### Unauthorised absence

	%
School data	0

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	31	25	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	29	30	30
	Girls	23	25	25
	Total	52	55	55
Percentage of pupils at NC Level 2 or above	School	93 (89)	98 (93)	98 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	30	29	30
	Girls	25	24	25
	Total	55	53	55
Percentage of pupils at NC Level 2 or above	School	98 (93)	95 (100)	98 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	33	25	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	30	26	30
	Girls	22	19	22
	Total	52	45	52
Percentage of pupils at NC Level 4 or above	School	90 (95)	78 (91)	90 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	31	28	32
	Girls	22	19	22
	Total	53	47	54
Percentage of pupils at NC Level 4 or above	School	(91 (90)	81 (91)	93 (100)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

### Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
307	1	-
-	-	-
9	-	-
3	1	-
2	-	-
1	-	-
2	-	-
1	-	-
1	-	-
-	-	-
-	-	-
-	-	-
1	-	-
1	-	-
-	-	-
-	-	-
9	-	-

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

### Teachers and classes

#### Qualified teachers and classes: YR – Y 6

Total number of qualified teachers (FTE)	17.8
Number of pupils per qualified teacher	23
Average class size	28

#### Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	161

#### Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	32.5

### Financial information

Financial year	20001-'02
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	£
Total income	910 830
Total expenditure	890 103
Expenditure per pupil	2 099
Balance brought forward from previous year	-7 782
Balance carried forward to next year	12 945

Number of pupils per FTE adult	12
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	5.8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	421
Number of questionnaires returned	195

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	40	6	1	2
My child is making good progress in school.	40	49	6	2	4
Behaviour in the school is good.	35	55	6	-	4
My child gets the right amount of work to do at home.	32	49	11	2	7
The teaching is good.	53	41	3	-	3
I am kept well informed about how my child is getting on.	24	44	24	4	3
I would feel comfortable about approaching the school with questions or a problem.	52	41	4	1	2
The school expects my child to work hard and achieve his or her best.	58	36	3	-	3
The school works closely with parents.	32	48	14	3	3
The school is well led and managed.	49	43	4	1	2
The school is helping my child become mature and responsible.	47	44	3	-	6
The school provides an interesting range of activities outside lessons.	19	36	31	5	9

### Other issues raised by parents

No other issues were raised by parents.