

# Langley Mill CofE Infant School and Nursery

## Inspection report

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<b>Unique Reference Number</b>	112827
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357201
<b>Inspection dates</b>	24–25 November 2010
<b>Reporting inspector</b>	Susan Walsh

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	126
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend Karen Padley
<b>Headteacher</b>	Karen Scrivens
<b>Date of previous school inspection</b>	10 September 2007
<b>School address</b>	Sedgwick Street Nottingham NG16 4DT
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors visited 12 lessons or parts of lessons and saw five teachers teach. Meetings were held with staff, members of the governing body and pupils. Inspectors observed the school's work and looked at the school's development plan, the school's records of pupils' progress and samples of pupils' work in English and mathematics. They scrutinised 28 questionnaires returned by parents and carers as well as questionnaires from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How challenging is the work set for more-able pupils?
- How effective is the contribution of senior leaders and middle managers to school improvement?
- How effectively has the school improved the use of the outdoors and developed children's skills in communication, language and literary in the Early Years Foundation Stage?
- How well does the school support potentially vulnerable pupils, including those who join the school for a brief time?

## Information about the school

The school is smaller than most infant schools. An above average proportion of pupils are known to be eligible for free school meals. Few pupils are from minority ethnic groups. An above average proportion of pupils is identified as having a special educational needs and/or disabilities; currently no pupils have a statement of special educational needs. The school is providing for an increasing number of pupils whose circumstances make them potentially vulnerable. Additionally, an above-average proportion of pupils joins or leaves the school other than at the normal times of the year. A significant number of staff who were in key roles at the time of the previous inspection have left the school. The Early Years Foundation Stage consists of separate Nursery and Reception classes. The school provides a breakfast club.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Langley Mill C of E Infant and Nursery School is a good school that is continually improving. Pupils, governors and staff are proud of the school. This is no wonder, because its warm, welcoming atmosphere shines through and allows pupils to feel exceptionally safe. The outstanding care, guidance and support, which it provides for every pupil, are at the heart of its work. As a result, pupils are able to access all the school has to offer and achieve well. They are enabled to make an outstanding contribution to the school community and are keen to help the school and each other.

Children get off to a good start when they join the school. The curriculum in the Nursery is outstanding however it is not always replicated across the Early Years Foundation Stage. Occasionally there is not always such a clear purpose to the activities that children choose for themselves, and children do not always have enough opportunities to practise their reading and writing skills while working independently. When pupils join the school in the Nursery class, their skills are often well below those expected for their age, but by the time they leave the school at the end of Year 2 they have caught up with other children. Their attainment is similar to the national average. Pupils make good progress because of good teaching combined with an outstanding curriculum in Years 1 and 2. Lessons are lively and exciting and the activities provided are closely matched to pupils' interests. From time to time, the work set is not finely matched to needs of more-able pupils and, on these occasions, their progress slows down.

Despite having to manage a number of staff changes and provide for an increasing number of pupils whose circumstances make them potentially vulnerable, the school has improved important areas of its work. It has taken the changing needs of the pupils fully into account and has enhanced the curriculum and the quality of the care, guidance and support it provides. The headteacher's excellent leadership, which includes an ambitious vision and high expectations, has been pivotal in driving improvement. However, the whole school team including governors share her high aspirations because they are all fully involved in evaluating the work of the school and planning for improvements. The school's good record of continuous improvement and dedication to developing the very best education for every pupil indicates a good capacity to secure future improvements.

## What does the school need to do to improve further?

- Accelerate the progress of the more-able pupils by ensuring that the work they are set in lessons is always challenging.
- Ensure that the outstanding aspects of provision that already exist are consistently replicated across the Early Years Foundation Stage by:

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- expanding the range of opportunities designed to encourage early reading and writing skills.
- making certain that the activities children choose for themselves have a clear purpose.

## **Outcomes for individuals and groups of pupils**

**2**

When pupils join Year 1, their skills are still below those expected for their age, especially in communication, language and literacy. They make good progress in lessons in Year 1 and Year 2. Although attainment is average by the end of Year 2 very few reach the higher Level 3, especially in writing and mathematics. Enjoyment of lessons is outstanding because teachers make sure that learning is fun.

As a result, pupils are highly motivated and their ability to concentrate improves substantially as they get older. Pupils make good progress in their writing because they are encouraged to talk through and develop their ideas. For example, pupils in Year 2 engaged in a lively discussion about what would be needed in order to keep a pet dinosaur. They then carefully recorded their ideas and good attention was paid to developing accurate spelling and punctuation. Pupils with special educational needs and/or disabilities also make good progress, especially in their personal development, because their additional needs are quickly identified and they are given carefully considered support that matches their individual requirements.

Pupils feel exceptionally safe in school. Very good relationships between staff and pupils mean that pupils are confident to talk to staff whenever they have a problem. Much is done to help pupils to understand that bullying is wrong and to help them feel confident about reporting any concerns to staff. Many children find it difficult to manage their own behaviour, but the school works exceptionally hard to modify children's behaviour and, as a result, behaviour is good in classes and around school. Pupils are aware of what constitutes a healthy lifestyle. They love to dance at lunchtime and take exercise through playing games. The school enables all pupils to make an outstanding contribution to the school community, for example, through belonging to the school council, acting as monitors, being members of Little Rotters' Compost Crew and acting as Playground Friends. Pupils' spiritual, moral, social and cultural development is good. The school's Christian nature is reflected in the way that pupils are encouraged to take care of each other and the world around them. One World Week and International days help pupils to learn about other faiths and cultures. Pupils' basic skills are developing well and they are enthusiastic about learning and, therefore, are well equipped for the next stage of their education. The school has worked hard to improve attendance and punctuality, but there are still a few pupils whose erratic attendance holds back their progress.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Much of the learning beyond the Early Years Foundation Stage continues to be delivered through games and play, with resources being used very well to aid understanding. As a result, lessons are lively, interesting and fun, and pupils are highly motivated and greatly enjoy their learning. A good pace to lessons and good use of information and communication technology also help to keep pupils engaged with learning. Teaching assistants are skilled in questioning pupils and their good ability to reshape explanations reflects those of the teachers. Both teachers and teaching assistants are alert to any misunderstandings amongst pupils and move quickly to put them right. Sometimes, more-able pupils are set similar work to other pupils rather than being set work that really challenges them. Targets that are expressed in language that children can understand are used effectively in Year 2 and are particularly useful in helping pupils to understand how to improve their writing.

The outstanding curriculum is firmly based on pupils' interests. A good range of inspiring topics varies from finding out about nocturnal animals to boy-friendly subjects such as dinosaurs. While there is a strong emphasis on creativity, the school never forgets the importance of developing pupils' basic skills and their personal qualities. Lunchtimes are used particularly well to promote personal development, including self-discipline and good behaviour, by involving pupils in games that encourage turn taking, a sense of fairness and physical development. A very good range of visits and visitors brings learning to life

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for pupils. The breakfast club offers a safe secure environment and provides a good start to the day.

The school provides an extremely welcoming and cheerful environment where pupils feel confident and safe. Very well targeted support, including good cooperative working with other agencies, allows each and every pupil to make the very best of the opportunities provided by the school. Outstanding support is offered through nurture groups and positive play to potentially vulnerable pupils and those who join the school late. Consequently, these pupils make good academic progress and often outstanding progress in their personal development. Transition arrangements are good. They ensure that pupils move smoothly through the school and look forward to the next stage of their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Thorough monitoring of teaching, alongside the careful analysis of data, has allowed the school to identify areas that needed to be enhanced and to develop carefully formulated plans designed to bring about improvement. The headteacher ensures that the school is exceptionally well organised and she is ably supported by the assistant headteacher. New staff are embracing their management roles with enthusiasm, but it is too soon for them to have had an impact on outcomes. The keen governing body is becoming increasingly effective at providing challenge and support. Governors discharge their statutory responsibilities well, including ensuring that safeguarding procedures are good. The school is particularly rigorous in the way that it identifies and reports concerns about pupils' welfare. There is a determination to promote equal opportunities and this is exemplified by the way careful checks are made on the progress of all pupils and the way the school successfully supports pupils with additional needs. However, the impact of some of the intervention strategies has not yet been robustly evaluated.

The school is outward looking, and effective partnerships underpin all areas of its work. A particularly useful partnership with the receiving junior school and the local cluster of schools contributes to school improvement, the enrichment of the curriculum and providing high-quality care to pupils. The school makes a good contribution to community cohesion. It knows its local community very well, and works hard to make pupils aware of and tolerant to people who are different to themselves. Work on linking with the international community is just beginning.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

When children join the Nursery, many have significant difficulties with speech and language and poorly developed social skills. Although they make good progress through the Early Years Foundation Stage, there are still relative weaknesses in their skills in reading and writing when they join Year 1. Currently, children are making better progress in the Nursery class than in the Reception class because the Nursery provides an outstanding learning environment where exciting activities grab the children's attention. Across the Early Years Foundation Stage, children make good progress when they are involved in activities that are led by teachers and support staff because staff are good at questioning children and moving their learning on. However, children are not always clear about what they should be learning from activities that they choose for themselves. Additionally, there are not always enough opportunities for children to practise their early reading and writing skills independently. In both classes, children's learning is regularly checked and this information is used to inform lesson planning. The leadership and management of the Early Years Foundation Stage are good, and leaders have successfully focused on providing a safe and supportive environment for children. Substantial improvements have been made to the quality of outdoor provision and both the Nursery and the Reception class now have access to well equipped and secure outside areas which have a good impact on children's learning.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Although relatively few parents and carers responded to the questionnaire, those who did were very pleased with what the school provides. They especially liked the wide range of opportunities that are available to their children and the way that pupils with special educational needs and/or disabilities are sensitively supported.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langley Mill CofE Infant School and Nursery to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 28 completed questionnaires by the end of the on-site inspection. In total, there are 126 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	86	4	14	0	0	0	0
The school keeps my child safe	25	89	3	11	0	0	0	0
My school informs me about my child's progress	22	79	6	21	0	0	0	0
My child is making enough progress at this school	20	71	8	29	0	0	0	0
The teaching is good at this school	23	82	5	18	0	0	0	0
The school helps me to support my child's learning	23	82	5	18	0	0	0	0
The school helps my child to have a healthy lifestyle	19	68	9	32	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	75	6	21	0	0	0	0
The school meets my child's particular needs	22	79	6	21	0	0	0	0
The school deals effectively with unacceptable behaviour	22	79	6	21	0	0	0	0
The school takes account of my suggestions and concerns	19	68	9	32	0	0	0	0
The school is led and managed effectively	22	79	6	21	0	0	0	0
Overall, I am happy with my child's experience at this school	24	86	4	14	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 November 2010

Dear Pupils

**Inspection of Langley Mill CofE Infant School and Nursery, Nottingham, NG16 4DT**

It was a delight and a privilege to visit your school. I really enjoyed talking to you all and listened very carefully to what you had to say. You say that your teachers are nice and kind and I agree. They keep you very safe indeed and value each and every one of you. I was very impressed by your good behaviour and the way that you make such an important contribution to the school. I also noticed that you often try to help each other in class as well as helping your teachers. There are certainly lots of interesting things to do in your school. It must have been wonderful when you looked for nocturnal animals in the dark. I really enjoyed hearing your ideas about how to keep a pet dinosaur and was impressed by the lists you wrote later.

Teaching in your school is good and helps you to make good progress. Your standards of attainment are similar to those reached by pupils at other schools. I have asked your teachers to make certain that the most able amongst you are set work that's not too easy for you. Those of you in the Early Years Foundation Stage classes are doing well, and lessons in the Nursery class are really exciting. However I have asked your teachers to make sure that you always know what you are expected to learn when you are working alone and to make sure that there are always plenty of opportunities for you to practise reading and writing.

Managers at your school are doing a good job. They are working very hard and trying to make your school into one of the very best. You can help your school to improve further by making sure you come to school every day and on time and by continuing to try very hard in all your lessons

I wish you well for the future.

Yours sincerely

Susan Walsh

Lead inspector

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