

# Langley Mill Junior School

Bailey Brook Crescent, Langley Mill, Nottingham, NG16 4FZ

**Inspection dates** 27 – 28 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Standards across the school are not as high as they should be.
- Pupils do not make consistent enough progress, especially in English.
- Pupils do not always speak confidently or use a wide range of words to describe what they think, which affects their reading and writing.
- The quality of teaching varies from class to class. A few staff do not challenge pupils of all abilities sufficiently in their work.
- The checks of the work of the school do not include subject leaders enough to enable them to recognise inconsistencies and areas for further improvement.
- The newly elected governors are not yet knowledgeable about standards in the school and what else needs to improve. Therefore a review of their training needs is required.

### The school has the following strengths

- The headteacher and deputy headteacher share a clear vision and determination to drive school improvement forward.
- Pupils from all backgrounds and with a wide range of abilities and needs are warmly welcomed. The school makes sure that those who need the most help get it.
- The gap between what pupils achieve in this school and with all schools nationally is closing.
- The large majority of pupils behave well and have a good understanding of how to keep safe.
- The small numbers of pupils whose behaviour is not consistently good are well managed, especially in the school's Nurture Group.

## Information about this inspection

- Inspectors observed parts of 17 lessons, taught by nine teachers and one unqualified teacher. This included many joint lesson observations with the headteacher or deputy headteacher. Inspectors also listened to several pupils read and looked at samples of recent work.
- Meetings were held with the headteacher and deputy headteacher, the special educational needs co-ordinator and assistant and the literacy and numeracy leaders. Discussions took place with groups of pupils, including a group of deaf and hearing-impaired pupils (where inspectors were supported by a sign-language assistant), as well as with representatives of the governing body and the local authority.
- Inspectors took account of the views of 10 parents and carers as noted on the on-line parent questionnaire (Parent View) and 13 responses to the staff questionnaire. They also spoke to several parents and carers during the course of the inspection.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' progress, planning and monitoring information, records relating to behaviour, attendance and safeguarding.

## Inspection team

Sue Hall, Lead inspector

Additional Inspector

Janet Bird

Additional Inspector

## Full report

### Information about this school

- This is a school that is a little below average in size.
- Nearly all pupils are of White British heritage.
- Very few pupils speak English as an additional language.
- An above-average proportion of pupils are supported by the pupil premium, which provides additional funding for those known to be eligible for free school meals and the very small number in local authority care. There are no pupils of families in the armed services.
- The percentage of disabled pupils and those who have special educational needs supported through school action is close to the average. The proportion supported at school action plus or with a statement of special educational needs is above average. This includes a number of pupils with behaviour, social and emotional difficulties and several with autistic spectrum disorder.
- There is specially resourced provision for six deaf and hearing-impaired pupils who are educated alongside their classmates.
- The school has a Nurture Group that supports approximately 30 pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Make sure that teaching is consistently good and increase the proportion of outstanding lessons by:
  - making full use of assessment information so that tasks contain a good level of challenge for pupils of different abilities
  - finding ways to motivate all learners, especially some boys, to try their hardest.
- Raise standards and progress, especially in English, by:
  - helping pupils to develop confidence in using a wider variety of words when speaking to others
  - making sure that pupils use a range of skills to work out unfamiliar words when reading
  - encouraging more parents to listen to their children read and discuss what they have read
  - giving tasks that systematically build pupils' writing skills so that they can write imaginatively and in more detail.
- Improve the leadership and management of the school by:
  - extending the role of subject leaders in checking standards in areas for which they hold responsibility
  - making sure that governors have a secure understanding of standards and areas for further improvement.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils requires improvement

- Pupils enter the school with very wide-ranging skills which are generally close to those expected for their age. Although several make good progress in Key Stage 2 this is not consistently so and overall their achievement requires improvement.
- Standards are a little below average but the gap between what pupils achieve in this school and with others is closing. Last year girls outperformed females nationally but boys did not do as well as the girls and worse than usual. The school has a growing number of boys with behaviour, social and emotional difficulties. While there is considerable success with some pupils the behaviour of some boys affects their learning and progress.
- Pupils' speaking skills are often below average and many struggle to express themselves confidently. Several speak with limited awareness of grammar and use a restricted range of words. This affects all areas of their learning.
- Pupils' reading skills are below average, especially for the boys. The school offers a range of resources and extra reading activities for many pupils. In school, adults hear pupils read on a regular basis. However, this is with mixed success and some pupils do not have confidence in working out unfamiliar words. The school has been involved in numerous activities to encourage parents and carers to hear their children read at home and discuss what they have read. Staff understand there is scope to revisit some of these initiatives to further promote reading.
- Pupils' writing skills are slightly better than in other areas, although this is mixed because some do not regularly write imaginatively, at length and in depth. Year 6 pupils make good progress when using evidence from a familiar story to write in a lively and interesting manner. Through skilful questioning by the teacher they use more adventurous vocabulary and different words to connect their ideas together.
- In mathematics pupils develop increasing confidence with numbers as they move through the school. In Year 6 they make good progress in their estimation of angles as they become more familiar with using a protractor.
- The achievement of pupils supported by pupil premium funding is similar to that of other pupils and requires improvement in order to raise standards and the rate of progress made. The school checks the progress of pupils known to be eligible for free school meals and the small number in local authority care. In 2012 average points scores show that pupils eligible for free school meals were more than two terms behind the others in the school in English and over a year behind in mathematics. The latest information from the school shows that this gap is now closing, especially in reading.
- Additional support is provided for those who need it most, through the Nurture Group. This has a positive impact on their personal development. Disabled pupils and those who have special educational needs in English and mathematics make similar rates of progress to their classmates.
- Deaf pupils and those with hearing impairments are effectively supported by well-trained and experienced staff. These pupils make similar progress to their classmates but overall, as with all other groups of pupils, progress requires further improvement.

**The quality of teaching** requires improvement

- Teaching requires improvement because the quality varies and not enough is consistently good. The information gained from assessments is not always used to provide the best level of challenge. This was seen for example in a Year 4 science lesson where all pupils were undertaking the same or a very similar activity and spent more time trying to draw a skeleton than carrying out investigations or research.
- Some staff, and particularly in Year 6, use questions well to check what pupils know and understand. In other years, though, teachers do not use follow-up questions to encourage pupils to use more descriptive and mature language and some pupils remain very passive.
- Pupil-premium funding is used effectively including providing additional adults to hear pupils read on a regular basis. However, the teaching of reading overall is not consistently good because pupils are not taught well enough how to work out unfamiliar words when reading aloud.
- A key strength across the school is the strong working relationships between staff and pupils. Adults offer lots of praise for ideas and effort. As many pupils are keen to gain the approval of the adults around them this spurs them on to try hard.
- Staff have effective skills in managing the behaviour of pupils with behavioural difficulties and those with autism. Clear boundaries are set regarding what is or is not acceptable. Disabled pupils and those who have special educational needs, including the deaf and hearing-impaired pupils, are well supported.
- Much of the teaching seen during the inspection was good, with a small proportion that was outstanding. There is now no teaching that is inadequate but still too much that requires improvement.
- Where teaching is most effective staff have high expectations of pupils. For example, in Year 5 when finding the perimeter of shapes, resources and support staff were used well to give a higher level of challenge to the more-able pupils. This resulted in pupils collaborating well with others and enjoying making new discoveries.

**The behaviour and safety of pupils** is good

- The behaviour of the large majority of pupils in lessons and around the school is good. They say they like school, enjoy lessons and like chatting with adults and their friends.
  - Pupils typically have positive attitudes towards learning which makes a strong contribution towards their personal development. As they move through the school many develop good social skills and get on well with others. In lessons most work well together in pairs and small groups. Some pupils though are very quiet and do not readily take part in discussions.
  - Pupils can explain what bullying is and know this is a repeated action and not just a one-off falling out. Pupils in Year 5 were observed discussing the different types of bullying and could explain that cyber-bullying includes the use of mobile phones and computers.
  - Most pupils believe incidents of bullying in school are rare and recognise this is not tolerated.
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They know that they are cared about by staff and feel sure they will be listened to if they have any worries. They say they feel safe in school.

- While a small number of boys with identified behaviour, social and emotional difficulties do not behave well the school makes very clear what is and is not acceptable. The management of these sometimes very troubled young people is a high priority for the school and something staff do well. The Nurture Group supports pupils at lunchtime and in other sessions and helps reinforce good behaviour.
- Case studies show the extensive work with external agencies and that the school is recognised by the local authority and other services for the quality of support it provides. This enables several pupils on the verge of exclusion from other schools to integrate here with some doing well.
- Attendance has improved in recent years and is now a little above average. Discussions with pupils demonstrate some get themselves to school because they are so happy to be there.

### **The leadership and management** requires improvement

- Leadership and management require improvement because there are still some inconsistencies which slow the rate of progress which is made. Leaders check the quality of teaching and learning accurately but have not yet been able to bring about consistency of approach across the school.
  - Subject leaders carry out checks of planning and of pupils' work but have had few opportunities to observe teaching. This makes it difficult for them to identify where inconsistencies may be and to help improve teaching.
  - This is a highly inclusive school that welcomes pupils of all abilities including several with complex difficulties and disabilities. The school works hard to remove barriers to learning so that all pupils have an equal opportunity to succeed.
  - The headteacher and deputy headteacher have a good grasp of their roles and an accurate understanding of the strengths and weaknesses of the school. The ways in which the school checks teachers' performance and that of support staff are suitable. The impact of staff training has been mixed. Teachers work with those in other settings including local infant schools.
  - Many staff, including senior leaders, 'go the extra mile' to support pupils who are vulnerable to their circumstances. Before-school activities and Nurture Group sessions help those with behavioural difficulties or autism to understand what is expected of them and take part in many lessons successfully.
  - The way in which the school teaches different subjects offers a diverse range of experiences that contributes well to pupils' spiritual, moral, social and cultural development. For example, brass instrument tuition to the whole of Year 4 extends pupils knowledge of different types of music and Tai Chi sessions help them learn more self-control.
  - The school checks carefully the progress of disabled pupils and those who have special educational needs. This aspect is a key role in school because of the large proportion of pupils
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with high-level additional needs. This is led and managed well by the deputy headteacher. She makes sure that staff are well trained to support individuals or groups of pupils including those who are deaf or hearing impaired.

- Most of the parents who responded to Parent View or who spoke to inspectors have positive views about the school. They value the way in which all pupils are given opportunities to fully participate in school life. For example, pupil-premium funding is used to make sure all pupils benefit from going on school visits and residential activities.
  - The local authority has worked closely with the school in recent years. The school improvement adviser makes sure that leaders and staff take advantage of training activities and links with other schools and external agencies.
  - **The governance of the school:**
    - Governors are supportive but largely new to the roles they undertake. Therefore governance requires some improvement. In aspects such as safeguarding governors check that training is up to date and that current safeguarding procedures meet requirements. They also check that pupil-premium funding is spent wisely by, for example, employing additional staff to support pupils who are at risk of underachieving. As yet however, governors do not have a strong understanding of the quality of teaching or assessment information and the progress made in different subjects. Governors are not clear about how the school rewards good teaching or tackles underperformance. While they have some understanding of targets set for teachers, they are not sure about the impact these are having on performance. Some governors take part in focused visits to the school to learn more but are somewhat reliant on senior staff for information.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	112558
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	401283

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Bock
<b>Headteacher</b>	Linda Burgess
<b>Date of previous school inspection</b>	9 June 2010
<b>Telephone number</b>	01773 712694
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