

Langley Moor Primary School

Brandon Lane, Langley Moor, Durham, DH7 8LL

Inspection dates 26–27 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The behaviour of pupils is exemplary. They are friendly, polite and have an extremely positive attitude towards their learning.
- Pupils feel very safe in school. This view is supported by the vast majority of parents.
- The achievement of pupils is good as they make good progress from the time that they join the school.
- The proportion of pupils who make more progress than is normally expected is rising in both English and in mathematics. Reading is a strong subject in the school.
- Teaching is good across the school because lessons are well planned and activities capture the interest of the pupils.
- The headteacher has made sure that the efficient management of the school is good because it rests not just with one person but with a team of people.
- Since the previous report the school has made significant improvements in achievement and teaching because of good management.
- The management of learning is extremely well organised in the Early Years Foundation Stage, so that staff are able to develop all areas of children's learning exceedingly well.
- The governing body provides very good support for the school, as well as making sure that pupils do well.

It is not yet an outstanding school because

- There are not enough lessons where the teaching is outstanding.
- Too few higher-ability pupils in Key Stage 1 manage to reach high levels of attainment.
- In some lessons the time spent by the teacher introducing the work is too long, leaving insufficient time for pupils to demonstrate what they can do.
- Pupils' work is regularly marked, but teachers do not give pupils enough short-term targets to achieve in their lessons, so that they can measure how well they are doing.
- Some parents think that communication between school and home could be better, particularly regarding how well children are doing.

Information about this inspection

- This inspection was carried out with half a day's notice.
- Inspectors visited 12 lessons or parts of lessons taught by seven different teachers.
- Inspectors listened to pupils read and talked to them about how much reading they do, as well as looking at their work in class.
- Discussions took place with members of the governing body, staff, groups of pupils and a representative of the local authority.
- Documents were examined, including those relating to safeguarding, the school's improvement plan and records of its checks on teaching and learning, as well as the school's own assessment data.
- The views of 53 parents who responded to the online questionnaire (Parent View) were also taken into account, as well the school's own questionnaires, which surveyed 139 parents.
- Twenty-two staff also completed questionnaires about their views of the school.

Inspection team

Frank Cain, Lead inspector

Additional Inspector

Julia Bayes

Additional Inspector

Full report

Information about this school

- Langley Moor is smaller than the average-sized primary school.
- The proportion of girls is well above average.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those that are looked after by the local authority.
- The proportion of pupils supported through school action is below average, but the proportion at school action plus, or with a statement of special educational needs, is slightly above average.
- Most pupils are of White British heritage.
- Several new staff have joined the school in the last two years.
- Government floor standards, which relate to pupils' attainment and progress, have been met in 2012.

What does the school need to do to improve further?

- Improve teaching and learning so that more lessons are outstanding by:
 - giving pupils challenging, short-term targets to achieve in English and mathematics
 - making sure that in all lessons, particularly in Key Stage 1, the work helps some pupils to achieve the higher levels of attainment
 - reducing the time teachers spend on introducing lessons so that there is more time for pupils to show what they can do.
- Work with parents to make sure that they get timely information on their children's progress.

Inspection judgements

The achievement of pupils

is good

- When children enter the school in Reception they have skills that are below those that would normally be expected for their age. By the time they leave, both boys' and girls' attainment is above average, which represents good progress from their starting points.
- In the Early Years Foundation Stage children make very good progress because the learning is well organised. Topics are used very effectively to structure learning. When studying dinosaurs, for example, some children were writing about them and how they lived in the past. One child wrote 'dinosaurs ate [rather than 'eat'] meat' with no teacher help. Other children were making different dinosaur habitats. They understood what that meant and some rushed off to the sand pit to create a desert environment while others created a snowy landscape, making use of the snow in the play area.
- Pupils' attainment in Key Stage 2 has seen a rise over the past three years so that pupils by Year 6 are about a term ahead of pupils elsewhere in English and mathematics. Attainment in Key Stage 1 has also seen a rising trend, but it is less strong because fewer pupils reach higher levels.
- The proportion of pupils in the school who make better progress than normal is now higher, in both English and mathematics, than nationally.
- Reading is very good in the school. The results of a recent test to see how good the pupils were at recognising letter combinations and their sounds were well above average. Current school information shows that this is still the case.
- Pupils eligible for the pupil premium, who are mainly those eligible for free school meals, are very small in number but they make progress as good as, if not better, than other pupils in both English and mathematics in Key Stage 2. This is because the extra resources and support help to encourage their development.
- Disabled pupils and those who have special educational needs make good progress in line with other pupils in the school because they are given work to match their needs and support to help them achieve. This is one example which shows that the school is good at tackling discrimination.

The quality of teaching

is good

- Teaching is good in most lessons but in some it is outstanding.
- Teachers in the very best lessons make sure that the work is extremely well planned. For example, in a Year 6 English lesson pupils had to write a newspaper report. The subject of the report was on 'fair trade', giving a practical and highly relevant purpose to the activity. Pupils were able, with excellent help from the teacher and teaching assistant, to achieve well.
- In a small number of lessons the work might be better matched to the ability of higher-achieving pupils. The good work in pupils' books over time reflects that most teachers skilfully adapt work well to their needs. When marking books, much good advice is given on how to improve work and pupils are given opportunities to correct and revise it.
- All lessons start with clear details as to what pupils are meant to be learning. In a few lessons the teacher's explanation and starter activity take up too much time, leaving less time for the pupils to show what they can do.
- In the Early Years Foundation Stage children are given plenty of opportunity to develop their language skills by talking to a partner or by being allowed to work on their own to develop their writing skills.
- In Key Stage 1 the teaching of the sounds that letters make is very well organised. Pupils are split into groups so that different abilities are able to make good progress. This allows children to read words like 'tin foil' at an early age.

- Pupils appreciate being given targets to achieve in their work, and more individual, short-term targets would aid further progress because then they could measure how well they were doing.
- Teaching assistants are well deployed and many make a significant contribution to pupils' learning. They question pupils well and do not do things for them but encourage them to try by themselves.

The behaviour and safety of pupils are outstanding

- In narrow corridors, waiting to go into class, the behaviour of pupils is excellent. They wait patiently, chatting quietly to their friends.
- Pupils' attitude towards their work is outstanding and in the vast majority of lessons there is a calm, purposeful atmosphere because they are eager to get on with their work.
- All pupils are extremely keen to take part in lessons, by answering questions or reading out their work to show how well they are doing.
- Pupils are very helpful towards each other. A child in Reception made it his job, without prompting, to help others to make their model dinosaurs by making sure that they had the right equipment.
- Older pupils make sure that the younger ones are happy at break time, ensuring they play well together.
- There are very good relationships between adults and pupils. Pupils respond very well to instructions because, from their entry into school, they are taught good manners.
- Pupils are very proud of their school and of their own achievements. Every week one pupil in each class is chosen to wear a red sash for a week, indicating that they have done something special during the previous week.
- The vast majority of parents are happy with behaviour. A very small number showed some concerns about bullying, but pupils say 'it doesn't happen here!' There are few recorded incidents of behavioural problems in school and pupils are exceptionally well-behaved when moving around the school.
- Pupils understand the different forms that bullying can take and are very alert to the dangers of entering personal information on computers.
- Pupils feel happy and safe in school because they have adults around them whom they trust. Parents were almost unanimous in saying their children are happy and safe in school.
- Attendance is around the national average and the proportion of pupils who have long-term absences is well below average.

The leadership and management are good

- The leadership and management of the school are good because the senior management have significantly improved the achievement of the pupils and developed teaching and learning by giving teachers greater responsibility for pupils' progress.
- The headteacher and her deputy have played a significant role in tackling the areas for development identified in the previous report. This shows that the school has the capacity to improve even further.
- Senior staff carry out frequent lesson observations and there is evidence that teachers are given good feedback on their strengths, as well as on areas where the lesson might have been improved.
- Teachers and assistants get opportunities to improve their performance by good professional development. Staff are well managed by the headteacher and all are set challenging targets so that they can improve the progress that pupils are making.
- The curriculum allows the pupils to have a say in some of the areas that they study, as well as studying a wide variety of topics such as the Romans. Music is given a high priority and many pupils play instruments.

- The school has a great many supportive parents; the vast majority think that their children are making good progress but a few think that they could get more information on how well they are doing.
- The school develops the pupils' social, moral, spiritual and cultural development, as well as making sure that they achieve well. In class pupils get on well together and they understand right from wrong.
- The Local authority has been very supportive in training governors on their responsibilities and helping them to monitor pupils' progress very efficiently.
- The school's procedures for safeguarding pupils meet current statutory requirements.
- **The governance of the school:**
 - The governing body are well informed about the school because they have an extremely good understanding of how to use information on pupils in order to decide how much progress they are making. They are clear as to how well teachers are performing. They understand the importance of linking teachers' salary with how well they do in the classroom. They recognise how the pupil premium fund has helped pupils to do far better. They monitor the safeguarding of children regularly.

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

Unique reference number	114120
Local authority	Durham
Inspection number	401409

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Julia Millard
Headteacher	Sharon Stelling
Date of previous school inspection	23 November 2009
Telephone number	0191 3780103
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