

# Langley Mill Junior School

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

**Inspection dates** 22–23 October 2014

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

## Summary of key findings for parents and pupils

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

- Leaders have not ensured that Year 6 pupils achieve well in reading and mathematics, especially at the higher levels.
- Long-term plans do not detail clearly set-out aims, or actions. This reduces the effectiveness of the checks senior leaders carry out on the school's performance and the contribution of subject and other leaders to improving the school's work.
- Governors are not fully effective in holding leaders to account, or in shaping the school's direction.
- Pupils make slow progress in lessons sometimes, when their behaviour is not managed well, or they are not enthused by the teaching.
- Pupils have few opportunities to practise and to extend their mathematical skills in other subjects and to develop their understanding of multi-cultural communities in modern Britain.
- Teachers do not have high expectations sometimes for the quality and quantity of work the most-able pupils carry out, especially in mathematics.
- Teachers do not always question pupils skilfully, in order to sustain their attention, or to extend their learning.
- Teachers and teaching assistants do not always work well together to ensure that all pupils, including deaf and hearing-impaired pupils, make good progress.

### The school has the following strengths

- Senior leaders have taken timely and effective actions to improve pupils' writing skills.
- Pupils' attainment is rising steadily, as a result of better teaching and improved use of assessment.
- Gaps in attainment between boys and girls have closed. Gaps between disadvantaged pupils and other pupils have reduced.
- Teachers' marking provides pupils with helpful guidance for improving their work.
- Pupils take pride in presenting their work neatly and accurately.
- The school's work in keeping pupils safe and secure is good. Attendance has risen to above average.
- Deaf and hearing-impaired pupils are integrated well into school life.

### Information about this inspection

- Inspectors observed teaching through visits to classrooms to check on pupils’ learning. On some visits, they were accompanied by two senior leaders.
- A range of pupils was heard reading.
- Samples of Key Stage 2 pupils’ work in writing and mathematics were looked at.
- Meetings were held with school staff, groups of pupils, three members of the governing body, and a representative from the local authority.
- Inspectors took account of the 21 questionnaires completed by staff, parents’ responses to the school’s own recent questionnaire, and the 22 responses made by parents to the Ofsted online Parent View questionnaire. An inspector spoke informally to a few parents during the inspection.
- Inspectors checked a range of evidence including: monitoring records; consultants’ reports; the school improvement plan; the recent external review of governance; the school’s own data on pupils’ attainment and progress; and policies, procedures and practice relating to safeguarding, behaviour and attendance.
- A sign language interpreter was present during the first morning of the inspection to support inspectors’ communication with deaf pupils and staff.

### Inspection team

Derek Aitken, Lead inspector	Additional Inspector
Beverley Strange	Additional Inspector
Martin Spoor	Additional Inspector

## Full report

### Information about this school

- The school is similar in size to most primary schools.
- Nearly all pupils are from White British backgrounds.
- The proportion of disadvantaged pupils supported by the pupil premium, which is additional funding for pupils known to be eligible for free school meals and those in local authority care, is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion who are supported through school action plus or through a statement of special educational needs is above average.
- There is specially resourced provision for disabled pupils and those who have special educational needs. Known as the enhanced resource facility, (the ERF), this provides specialised support for up to eight deaf or hearing-impaired pupils. Currently, seven pupils aged seven to 11 years, all of whom have a statement of special educational needs, attend this provision. They are, however, taught mainly in mainstream classes.
- The school's morning club is run by the governing body and was observed as part of this inspection.
- The headteacher took up post in September 2013.
- The Chair of the Governing Body took up post in September 2014.
- The school meets the government's current floor standards, which set the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

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

- Improve teaching, accelerate pupils' progress, and increase the proportion of pupils achieving at the higher levels by ensuring that all teachers:
  - manage pupils' behaviour well
  - sustain pupils' attention and use questioning to extend pupils' learning
  - set work for the most-able pupils that challenges them, both in the quality and quantity of work they are expected to complete
  - establish consistently effective partnerships with teaching assistants to plan and monitor pupils' learning and to accelerate their progress
  - understand how to make the best use of specialist equipment to support the learning of deaf and hearing-impaired pupils.
- Raise pupils' achievement in mathematics by providing pupils with good opportunities to practise and to extend their mathematical skills in other subjects.
- Provide pupils with more opportunities to improve their understanding of the multi-cultural communities that make up modern Britain.
- Improve the effectiveness of leadership and management, including governance, by ensuring that:
  - long-term plans detail aims sharply, are supported by clearly defined actions and checks, and enable subject and other leaders to make a strong contribution to driving school improvement
  - the governing body develops its capacity to hold leaders to account fully, to shape the school's direction and complete the action plan required, following the review of governance.

## Inspection judgements

### The leadership and management requires improvement

- Well-considered actions have improved aspects of teaching and the curriculum, most notably pupils' writing skills, over the last year. However, leaders are not yet fully effective in enabling rapid improvements to be made in all areas of the school's work and in ensuring that pupils meet their targets in reading and in mathematics.
- Senior leaders review and update the school's development plan regularly. The long-term goals they set for the school and the actions they plan to achieve their aims are not clear and precise. This reduces the effectiveness of some of the checks leaders carry out on the school's performance, the challenge they provide to colleagues, and the capacity of key subject and other leaders to make a strong contribution to school improvement.
- The local authority has provided school leaders with useful support for the actions they have taken to improve teaching and the curriculum. It has been less successful in helping leaders measure accurately the school's performance.
- There are strengths in the ways the school promotes pupils' spiritual, moral, social and cultural development. Pupils learn about the lives of different peoples from various historical eras, such as the Anglo-Saxons and Ancient Greeks. Contributions from the local clergy and police encourage pupils to treat each other fairly and to recognise and seek to resolve conflict. They also instil a sense of community belonging, involvement and other British values, such as the rule of law and tolerance. However, the school's work to prepare pupils for life in the diverse communities of modern Britain is less developed.
- National sports funding has been spent appropriately. These monies have been used, for example, to widen the range of sports and physical activities, such as tai chi, available to pupils. While the number of pupils achieving their 25 metres swimming badge has increased, leaders have not yet evaluated the impact of this expenditure on pupils' skill levels or on teaching.
- Although the school is in the early stages of working towards full implementation of its preferred approach to assessment following the removal of National Curriculum levels, several aspects of assessment practice have improved. Arrangements for checking the performance of disadvantaged pupils have been tightened and leaders review regularly the impact of actions taken to close gaps in attainment.
- The ERF facility is led well and is fully staffed, by trained personnel. The teacher in charge checks pupil progress data rigorously and adjusts and evaluates support programmes to enable pupils to fulfil their short-step targets and to set them new targets. She reviews pupils' individual education plans regularly, with the staff and with parents. Aspects of the school's personal, social and health education curriculum are planned purposefully to raise the self-esteem of these pupils.
- **The governance of the school:**
  - The governing body has undergone some changes in personnel in the last six months, as governors, rightly, recognised that they needed to improve their effectiveness. It has strengthened its analysis of the school's performance, in part through the recent appointment of a local headteacher to the governing body.
  - Governors are well aware of the school's key priorities and the skills that pupils need to improve upon. They know how well pupils are doing, compared to other pupils nationally. They know about the strategies used to support disadvantaged pupils and have some awareness of the strategies' impact for these pupils. However, governors have largely been reliant on the headteacher for this information. They know they have not worked closely enough with staff to improve their first-hand knowledge of the school and their capacity to hold leaders to account and to shape the school's direction.
  - Governors know where the strengths of teaching lie in the school and they are starting to become more involved in managing staff performance, including the work of the headteacher.
  - The review of governance recommended at the previous inspection was completed recently. Governors have conducted an audit of their skills and expertise and have started work on the required action plan.
  - Governors make sure that current government requirements for safeguarding are met and are effective.

**The behaviour and safety of pupils** requires improvement**Behaviour**

- The behaviour of pupils requires improvement. On a few occasions when their behaviour is not managed well in lessons, some pupils make little progress.
- Similarly, on a few other occasions, some pupils are unenthused by the teaching and take little part in question and answer routines. Their concentration wavers, they do not listen carefully enough, and they do not know what to do when they work on their own, or with their partner.
- Over time, pupils' behaviour has not been good. This is reflected in pupils' comments and in parents' responses to the school's own questionnaires. The school's records show that the number of exclusions was high two years ago. Last year, both the number of exclusions and the number of pupils involved reduced very considerably. Pupils report that any racist, or homophobic name-calling is now sorted out quickly by staff.
- In the large majority of lessons, good relationships are established. Pupils respect staff, work well with each other and are interested in their work, especially when they have opportunities to develop their knowledge and understanding through practical activities; for example, when handling cube shapes. Relationships between deaf and hearing-impaired pupils and their classmates and adults are mostly strong.
- Pupils' behaviour around school has improved. Senior leaders have taken effective actions to ensure that pupils can enjoy orderly play-times. They have reduced the number of ball games in the playground and have provided pupils with a range of equipment, such as hoops and skipping ropes, which the pupils use on their own, in pairs or in small groups. Pupils appreciate these opportunities and make very active use of them at break-times.

**Safety**

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and parents have few concerns about pupils' safety in school.
- Staff supervise pupils carefully; for example, by monitoring pupils' access to the basketball ring and safe use of the climbing frames in the playground.
- The well-resourced nurture group room is used to host the morning club and to provide extra training for pupils in social skills and to re-engage them, if necessary, in their learning. The weekly deaf club provides pupils with opportunities to meet deaf role models and equips them with strategies on how to deal with the emotions and frustrations associated with deafness.
- The school admits and caters for a significant number of pupils, mainly boys, with social and emotional difficulties. Incidents are logged clearly and staff review the impact of the actions they take. Staff make successful use of a wide range of strategies, including one-to-one support and links with external agencies, to engage these pupils in learning.
- Pupils say that bullying occurs rarely and that any incidents are dealt with promptly by staff. They believe that they are well equipped to stay safe, for example when using social media, due to the clear guidance they receive from staff. They are also knowledgeable about how to stay safe on roads and near fireworks and about the dangers of smoking, drugs and alcohol abuse. Sign language is used in assemblies, for example, to help deaf and hearing-impaired pupils consider the implications for staying safe during the dark nights in late autumn.
- Pupils value the opportunities which help them develop a mature sense of responsibility and useful teamwork skills; for example, as school councillors and prefects. They say that these duties prepare them well for the duties they expect to undertake in secondary school.

- The school has well-organised systems for ensuring that pupils attend regularly. Rates of attendance rose to above average last year.

### **The quality of teaching** requires improvement

- Over time, teaching has not ensured that pupils achieve well. Teaching is less effective in mathematics than in writing and in reading.
- Pupils are reminded regularly to set out their methods for working out calculations correctly. They follow this advice well, which helps them to avoid unnecessary errors and to calculate accurately. However, expectations for the quantity and quality of the work pupils do in mathematics are sometimes not high enough, especially for the most-able pupils. While pupils use their number skills sometimes to solve word problems and to handle data, they have very few opportunities to apply and to extend their mathematical skills in other contexts, or in lessons in other subjects.
- Teaching does not always encourage an enthusiastic and confident response from pupils, especially at the start of lessons. Questioning is sometimes not skilful enough to sustain pupils' attention, or to deepen their learning. Some pupils are reluctant to answer the teachers' questions, or lose interest quickly. Consequently, when they are required to carry out tasks on their own, they are sometimes unsure how to proceed, cannot explain what they are doing and have to wait for further explanations from staff.
- The use made of teaching assistants is variable. While some teaching assistants handle pairs, or individual pupils with challenging behaviours sensitively, to enable them to keep up with their learning, others are sometimes passive during lesson introductions and are not used well enough to check on and refocus pupils' learning.
- Not all class teachers have an expert understanding of how audiological equipment can best be used to promote deaf and hearing-impaired pupils' learning. Specialist staff and class teachers do not always share assessment information well to plan activities to accelerate these pupils' progress.
- Regular, planned opportunities, developing pupils' command of spelling, punctuation and grammar, closely interwoven with interesting topic work, have improved pupils' progress in writing. This was observed, for example, in a Year 5 lesson, when pupils applied elements from their recent work on metaphors, similes and personification successfully to constructing poems about the weather.
- Reading skills are often taught well. Year 6 pupils show good skills in decoding texts and in following up words and concepts they do not immediately understand. They understand their targets, which provide them with a good level of challenge, and they work hard to achieve them.
- Teachers insist that pupils present their work neatly. Marking is regular, thorough and helpful. It identifies strengths, the need for corrections and, occasionally, provides a few useful practice examples for pupils to try out to extend their learning.

### **The achievement of pupils** requires improvement

- Pupils' attainment in reading, writing and mathematics at the start of Year 3 is nearly always average. In 2013, as in most previous years, Year 6 pupils' attainment was below average. Boys' attainment was low. Up to and including 2013, pupils underachieved in Key Stage 2.
- In 2013, below-average proportions of Year 6 pupils attained the higher levels. In spite of improvements in writing in 2014, too few of the most-able pupils do well in reading and, especially, in mathematics. While these pupils have opportunities to undertake investigative work in open-ended tasks in mathematics, expectations for what they might achieve are often unclear and their targets are not sharp enough to speed their progress.
- In 2013, the attainment of disadvantaged pupils in Year 6 was much lower than that of other pupils in the

year group, being about three terms behind in reading, writing and mathematics and five terms behind other pupils nationally. In 2014, gaps in attainment between disadvantaged pupils and their classmates closed in writing and reduced in reading and mathematics.

- Provisional results for 2014 show an improvement on the previous year for other pupils. Year 6 pupils' attainment at the nationally expected Level 4 rose to average in reading, writing and mathematics. Boys' attainment and progress were similar to those of girls.
- Pupils' attainment is rising steadily across the school. Current Year 6 pupils are working at higher levels than their predecessors last year. Pupils take pride in presenting the work in their writing books neatly and in setting out their calculations accurately. More pupils are making good progress and consistently so in writing, where pupils are provided now with an increased range of interesting topic-based work. This is helping them to expand their vocabulary and to develop a more fluent style of writing.
- Disabled pupils and those who have special educational needs make similar progress to their classmates. The use staff make of these pupils' individual educational plans and additional resources is checked weekly and support programmes are monitored regularly and readjusted to ensure that any gaps in the pupils' learning are tackled quickly.
- Specialist one-to-one support enables deaf and hearing-impaired pupils to participate fully in mainstream classes. The pupils make the progress broadly expected of them, but do better in reading and writing than in mathematics.

## 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>	448984

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>	251
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Brown
<b>Headteacher</b>	Fiona Cook
<b>Date of previous school inspection</b>	27 February 2013
<b>Telephone number</b>	01773 712694
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