

Langold Dyscarr Community School

School Road, Langold, Worksop, S81 9PX

Inspection dates 6–7 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in reading, writing and mathematics as they move through the school and those who have been at the school for at least two years attain standards in line with pupils nationally.
- Teaching is good because teachers understand what pupils already know and they plan work which stretches pupils of all abilities so that they make good progress.
- Teachers are skillful in asking questions to assess what pupils learn during lessons and to change the level of work to stretch or support pupils appropriately. This leads to good progress.
- Teachers' marking and feedback to pupils helps them to understand how to improve their work.
- Pupils particularly enjoy the wide range of exciting topics which combine skills from many subjects.
- Pupils are happy in school and feel safe because they know that adults look after them well. They work hard, persevere with difficult tasks and help each other appropriately.
- Pupils behave well, are polite and respectful to everyone, and are proud of their school.
- Parents, pupils and staff show high levels of satisfaction with all aspects of the school's work.
- The headteacher and governors have established clear processes which are continuously improving teaching and achievement.
- All aspects of the school's work are judged by leaders against the achievement of pupils. Governors have undertaken appropriate training so that their systematic monitoring has led to secure improvement in most key areas of the school.

It is not yet an outstanding school because

- Pupils' attainment in mathematics is lower than in reading and writing.
- Children's progress and provision in the early years are not consistently good.

Information about this inspection

- Inspectors observed an assembly and 14 lessons. The headteacher shared in joint observations of five of these.
- Inspectors held meetings with the headteacher, other school leaders, school staff, the governing body, a local authority representative, parents and pupils.
- Inspectors took account of the 32 responses to the online questionnaire, Parent View, and 21 responses to the staff questionnaire.
- Inspectors looked at school documents including the school’s own evaluation of its performance, the school development plan, minutes of governing body meetings, staff appraisal systems, and those related to attendance and safety, behaviour, and safeguarding.

Inspection team

Lynne Bradbury, Lead inspector	Additional Inspector
Sheelagh Barnes	Additional Inspector
Michael Bucktin	Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Nursery children attend on a part-time basis.
- Most pupils are White British. The proportion from minority ethnic backgrounds is well below average. A small number of pupils are learning English as an additional language.
- Around 13% of pupils are supported at school action. This is above average. Less than 5% of pupils are supported at school action plus or with a statement of special educational needs or the new education, health and care plan. This is below average.
- Nearly 40% of pupils are eligible for support from the pupil premium funding (for those known to be eligible for free school meals or looked after by the local authority), and this is above average.
- The headteacher is a Local Leader of Education and supports the development of other local schools in a local partnership.
- The early years leader and some of the staff in the department have joined the school recently.
- An above-average proportion of pupils join and leave the school partway through their primary education. The school regularly takes new pupils into Years 5 and 6.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Ensure that provision in the Early Years Foundation Stage is consistently good and leads to good achievement for children by:
 - providing appropriate training and development for the whole team, particularly in using assessment to plan new learning
 - ensuring that adults intervene appropriately in children's learning to move them on or to provide further support when needed
 - improving the monitoring and evaluation carried out by the early years leader to check that all groups make consistently good progress.
- Raise attainment in mathematics by ensuring that the recently introduced improvements in teaching in this subject are applied consistently in all year groups.

Inspection judgements

The leadership and management are good

- Leaders understand the school's strengths and areas for development. They use information from monitoring the school's performance to set priorities for development, and then measure the success of their actions in terms of the achievement of pupils.
- Leaders use tracking systems to identify those pupils at risk of falling behind and then commit resources to helping them to make better progress. During the last academic year, work to improve standards in reading has helped pupils to make better progress.
- The significant number of pupils who arrive during Years 5 and 6 are helped to settle in and to make accelerated progress. They are given particular support in developing their mathematics skills. Some of these pupils have experienced much disruption to their education.
- Leaders check teachers' work using the systems for managing teachers' performance, and they measure success by the progress that pupils make. They make sure that teachers receive appropriate training, including within the local schools' partnership, aimed at improving pupils' progress in particular subjects. For example, mathematics has been identified as a priority area for improvement, and work during this autumn term has resulted in notably better progress this year in Key Stage 1 and Key Stage 2. There is a much greater focus on matching the targets set for pupils with their different abilities. Greater emphasis has been given to number and calculation work, as well as to improving teachers' feedback to pupils.
- Training for most subject and other leaders has enabled them to measure the success of their subjects and plan for improvement. This training has not yet been completed in the early years.
- A wide range of subjects are taught through exciting and interesting topics which offer pupils the opportunity to develop their reading, writing and mathematics skills. British values and spiritual, moral, social and cultural awareness are promoted throughout the curriculum. This is particularly evident in the school's commitment to art, music, sport and religious education.
- The additional sport funding is used well to increase opportunities within and beyond the school day and for staff to have extra training in sport. Pupils particularly enjoy football, dance, gymnastics and karate.
- The good progress made by pupils of all abilities in Years 1 to 6 demonstrates the school's commitment to equality and tackling discrimination.
- The local authority has provided light-touch support for the school. Training for governors has helped them to establish high expectations in holding leaders to account for their work.
- The governance of the school:
 - Governors visit the school regularly and use the training they have undertaken to monitor and evaluate its work. They have developed skills so that they understand for themselves the progress being made by the pupils and use this to identify the strengths and areas for development in school and to challenge and support the headteacher in planning for improvement. They have audited their own skills to ensure that they continue to develop those needed to promote school improvement and they ensure that the school's budget targets pupils' progress effectively. They use the additional funding for disadvantaged pupils and check the impact it is having on these pupils' achievement. Governors have established arrangements that link teachers' pay to their performance. They have ensured that the school's arrangements for safeguarding meet statutory requirements.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good and this contributes to their learning and progress. They have positive attitudes to their work. They show commitment in completing tasks and they maintain a high standard in the presentation of their work.
- Pupils are respectful and courteous towards adults and each other. They are happy and have a wide range of friendships.
- They move around the school sensibly and teachers manage lessons very effectively so that pupils focus on their learning. Staff use the rewards and sanctions in school well and pupils enjoy the level of praise.
- Relationships at all levels are good and there is humour and fun in some lessons which helps pupils to enjoy their work. They play together happily on the playground and support or challenge each other's thinking in the classroom.
- Those pupils who join the school in Years 5 and 6 are supported by staff and other pupils so that they settle quickly, make good friends and work hard.
- Pupils particularly enjoy the range of subjects and topics offered and the opportunities and clubs outside school time.

Safety

- The school's work to keep pupils safe and secure is good. Safeguarding processes, including appropriate checks on visitors, meet statutory requirements. All staff implement these policies rigorously and this is monitored by governors.
- Pupils feel safe at school because they trust adults to help them with any difficulties. They have a good understanding of how to keep themselves safe. They know the different forms that bullying can take, including those which involve mobile phones and the internet, but say that bullying is very rare in their school and that it is dealt with very quickly by the staff.
- Pupils say that staff check carefully that pupils do not use derogatory language or say negative things about groups of people who are different in some way, and they enjoy the opportunities to explore such differences in their focused work with visitors.
- Attendance is in line with the national average.

The quality of teaching is good

- Evidence from pupils' books, lessons, and data tracking information shows that the quality of teaching over time in Years 1 to 6 is good, although this is not the case in the early years.
- Teaching in mathematics has greatly improved this year, as teachers have made more effective use of assessment information on what pupils already know in order to plan activities which stretch all pupils. Clearer feedback and marking has helped pupils to improve their work. This is already established consistently in Years 3 to 6, and is becoming more consistent in Years 1 and 2. The work in pupils' books shows that this has enabled them to make much more rapid progress.
- Across all subjects, teachers use their good understanding of what pupils already know to plan learning activities which challenge pupils of all abilities well and help them to make good progress. Pupils have a clear understanding of what is expected of them because teachers have the same high expectations and routines throughout Years 1 to 6.

- Staff use the school's tracking system to identify pupils who are at risk of falling behind and they make sure that these pupils get extra support.
- Teachers and teaching assistants ask well-focused questions in lessons to check how well pupils are learning, and then change the level of difficulty to support those who may be struggling and to extend the challenge for those who are ready to move on.
- The marking and feedback given by staff help pupils to understand what they have done well and how they can improve. Pupils respond to this by following the advice teachers give them.
- Pupils like the rewards offered and staff use these well so that pupils are committed to completing tasks to the best of their ability.
- High expectations of all pupils lead to them making good progress. For example, in Year 6, pupils of all abilities grappled with vocabulary and language structures to produce beautiful poetry about light. In Year 5, pupils explored the way in which fractions are ordered and some went on to explore how various fractions equate to each other.
- Subjects are taught through interesting topics that link the subjects together. For example, pupils studied the Mayan civilisation by reading and researching on the internet, writing accounts of people's lives, and using their mathematical skills to solve problems. Across all subjects, pupils have the opportunity to reflect upon right and wrong, work together to solve problems, and develop understanding, tolerance and respect for people who may be different to themselves. For example, during a faith day, pupils handled artefacts and learned of their importance to various other faiths.
- Homework is based on the work in class topics and gives pupils the opportunity to develop a wide range of skills. Pupils are keen to complete their homework and they work hard to do their best.
- Teaching assistants make an important contribution to pupils' achievement. They lead work in small groups and they support disabled pupils and those who have special educational needs.
- Teaching in the early years requires improvement because teachers do not have enough understanding of what the children already know and can do, and this means that they do not always plan work which stretches the children enough.

The achievement of pupils

is good

- The attainment of children on entry to the Nursery is broadly typical for their age this year but, in previous years, it has been below this. By the end of Year 6, in 2014, those pupils who had been in the school for at least two years attained levels below those nationally, but this nonetheless represented good progress from their starting points. They were well prepared them for the next stage of their education. Published results for the year group were affected by the significant proportion of pupils who had not been in the school for the whole of Key Stage 2.
- The books of those pupils who arrived at late stages in their primary education show that they made good progress from the often low starting points when they joined the school. Some of them did not have information about earlier attainment.
- In 2014, pupils in Year 1 attained standards below those nationally in the Year 1 screening check in phonics (letters and the sounds they make). Phonics lessons observed during the inspection show that good teaching is leading to improved achievement in this key skill. This is because staff are much more accurate in understanding what pupils have already achieved.
- Pupils develop a love of reading and are able to talk accurately about what they understand from their reading. In Year 2, in 2014, standards attained were below those nationally in reading, and this was also the case for writing and mathematics. Evidence during the inspection shows improvement this year in

each of these subjects, with pupils on track to achieve standards in 2015 that are closer to those expected for the age.

- During the inspection, work in books and that seen in lessons showed that more-able pupils are making rapid progress because work set stretches them to apply their learning; for example, in investigations and problem-solving.
- Funding provided to support disadvantaged pupils is used to provide nurture support and extra one-to-one or small-group work. This has been effective in raising the progress and attainment of this group. Disadvantaged pupils make good progress. In Year 6 in 2014, disadvantaged pupils were around a term ahead of their classmates in English and half a term ahead in mathematics. When compared to pupils nationally, they were half a term behind in reading, one and a half terms behind in writing, and two terms behind in mathematics.
- The achievement of disabled pupils and those who have special educational needs is good. Staff identify pupils' specific learning needs early in their education and ensure that these pupils benefit from effective support.
- Pupils who speak English as an additional language make good, and sometimes outstanding, progress because the school helps them to make rapid progress in learning English.
- Lessons during the inspection and work in pupils' books showed that appropriate levels of challenge in learning activities are helping all pupils, to make good progress. They apply their reading, writing and mathematics skills in the interesting topics across all subjects.

The early years provision

requires improvement

- The provision in the early years requires improvement because variation in the quality of teaching across the N Nursery and Reception classes means that children leave the early years having not made enough progress to equip them with the range of skills needed on entry to Year 1.
- Staff do not clearly understand what pupils already know in these classes in order to offer an appropriate level of challenge in activities for them to make good progress. They do not ask questions which probe the children's understanding in order to move children forward or to further support their learning.
- Behaviour in the early years is good. Children come into school happily and confident. They are eager to learn. They are attentive and respectful of each other and they work hard when they are given activities at an appropriate level.
- There are good relationships between staff and parents. Parents say that there is a high level of care for their children.
- Leadership and management in early years require improvement. The leader has not yet completed her training and so does not undertake sufficient monitoring and evaluation to ensure steady progress for all children. Changes in staffing have delayed the training for the team, although this is currently a high priority for the school. In particular, staff have not yet had sufficient training in using assessment of what children already know and can do in order to plan new learning. This is preventing children from making good progress.

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	132814
Local authority	Nottinghamshire
Inspection number	448601

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	257
Appropriate authority	The governing body
Chair	Jean Norman
Headteacher	Angela Huthart
Date of previous school inspection	4 May 2010
Telephone number	01909 730396
Fax number	01909 730394
Email address	office@langold-dyscarr.notts.sch.uk

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