

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



1 December 2017

Mrs Clare Gratton
Headteacher
Langwith Bassett Primary School
Bassett Hill
Upper Langwith
Mansfield
Nottinghamshire
NG20 9RD

Dear Mrs Gratton

Short inspection of Langwith Bassett Primary School

Following my visit to the school on 21 November 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in February 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

Since your appointment in September 2015, you have pursued a relentless drive to raise expectations and aspirations among staff, pupils, parents and governors. You have introduced well-thought-out systems that accurately check the work of the school. Teachers make frequent and accurate assessments of pupils' attainment and progress. You make secure judgements about the quality of teaching. You have a very good understanding of the progress individual pupils are making in reading, writing and mathematics. This is because you meet frequently with staff to discuss pupils' progress. The discussions help to identify any pupils who may be falling behind. Consequently, these pupils receive the help they need swiftly to help them catch up.

You are supported well by experienced subject leaders. They ensure that new initiatives are implemented effectively and consistently throughout the school. For example, a recent work scrutiny showed that all staff are using the school's feedback policy when marking pupils' work. Consequently, pupils know what they have achieved and what they need to do next to improve their work. You have the support of the staff. All responses to Ofsted's survey of staff indicated that the school is led and managed well.

Governors bring a range of skills and knowledge that enable the governing body to discharge its duties effectively. They make frequent visits to the school to check on progress with the school's development plan. The governing body holds you and other leaders fully to account in areas such as the allocation and monitoring of the pupil premium funding.

Pupils are polite, confident and respectful. They are enthusiastic about school and work hard. They told me unanimously that behaviour is good and that instances of bullying are extremely rare. They have confidence in staff to sort out any minor disagreements quickly and fairly. Pupils enjoy the extra responsibility of being e-safety champions, anti-bullying ambassadors and sports crew. They also spoke enthusiastically about residential visits and a recent educational trip to the National Space Centre. This visit deepened their knowledge and understanding of science. Pupils told me that they enjoyed being challenged in their work. They know that adults will help them quickly if they need support. They know less about faiths and cultures different from their own. We agreed that this should be a next step for the school.

The school environment is warm and welcoming. Many displays proudly show pupils' work in a range of subjects. You and the other staff know pupils and their families well. Parents are supportive of the school. The majority of parents who responded to Ofsted's online questionnaire, Parent View, stated that their children are happy, safe and making good progress. One parent commented, 'Our daughter is always happy to go to school. She has progressed at a tremendous rate.'

Teaching assistants are a strength throughout the school. They balance their input well. They offer support to pupils when it is required and allow pupils to complete some tasks independently.

Safeguarding is effective.

You have ensured that all necessary checks are made on adults before they are allowed to work or volunteer at the school. You and the safeguarding governor frequently audit these recruitment checks to ensure that they are in order. You have provided appropriate safeguarding training for all staff. This ensures that staff know what to do should they have a concern about a pupil's welfare. You ensure that any pupil or family needing extra support from outside agencies receives it promptly. Staff and governors have received 'Prevent' duty training. Consequently, they are aware of any dangers to pupils who may be exposed to radicalisation or extremism.

Attendance has improved over recent years. This is because the family support and positive play workers have built constructive relationships with pupils and parents. Families have a good understanding of the importance of regular school attendance. Rewards and certificates are presented to individual pupils and classes with good attendance.

Inspection findings

- Pupils' attainment in the phonics screening check in Year 1 and at the end of key stage 1 in reading, writing and mathematics is rising. Pupils' attainment is rising in reading and writing at the end of key stage 2. It is rising most sharply in mathematics and in spelling, punctuation and grammar. In 2017, a number of pupils achieved at the higher standard in these areas. Standards in national assessments, however, remain below national averages.
- From their low starting points, the progress of current pupils in reading, writing and mathematics is good throughout the school. For example, pupils in Year 2 had quickly moved on to accurately adding larger numbers together, having previously used single-digit numbers. Pupils in Years 3 and 4 enjoyed the challenge of developing their vocabulary by using a thesaurus. The new words added to their writing improved its quality considerably.
- Disadvantaged pupils and those who have special educational needs and/or disabilities are also making good progress from their various starting points. This is because the pupil premium and other extra funding are allocated effectively. The school checks their use to ensure that they are making a difference to pupils' learning.
- You have ensured that teachers have the opportunity to check their assessment of pupils' work by discussing it with staff from other schools. This ensures that teachers are making accurate judgements about pupils' attainment and progress. You understand the importance of continuing this and allowing staff to share good practice with colleagues from other schools.
- Children in the early years get off to a good start. Staff undertake frequent and accurate assessments in all areas of the foundation stage curriculum. Consequently, activities are well planned and well matched to children's abilities. The learning environment is stimulating and has appropriate resources. Children have opportunities to develop writing, mathematical and creative skills. Relationships between adults and children are positive. Children get on well with each other and are engaged in the activities provided for them. They make good progress from their low starting points. For example, some children moved quickly from simple mark-making to writing individual letters and words. In mathematics, some children had moved on swiftly to recognising and writing numbers to 20. There was also evidence of children deepening their knowledge and understanding of shape and measures. The school's partnerships with parents, however, are not yet sufficiently developed to ensure that staff and parents have an up-to-date knowledge of their child's achievements.
- The curriculum is broad and balanced. Pupils are developing knowledge and skills in, for example, geography, science, computing and art. Presentation of pupils' work in these subjects is as strong as it is in English.
- The local authority has supported the school well. The school's improvement adviser has helped to validate your judgements about pupils' assessments and the quality of teaching and learning.

Next steps for the school

Leaders and those responsible for governance should:

- ensure that pupils learn more about faiths and cultures that are different from their own so that they are better prepared for life in modern Britain
- improve the school's partnership with parents to enhance children's achievement in the early years.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Derbyshire. This letter will be published on the Ofsted website.

Yours sincerely

Peter Stonier
Her Majesty's Inspector

Information about the inspection

During the inspection, I held meetings with you, the subject leaders for English and mathematics and the chair and vice-chair of the governing body. I held a telephone conversation with the local authority's improvement adviser for the school.

I visited all classrooms with you and examined pupils' books in a wide range of subjects. I spoke with pupils informally during lessons and interviewed a group of pupils. I observed pupils' behaviour around the school, at the start of the school day and during lessons.

I met with parents at the beginning of the school day. I took into account 14 responses to Parent View, Ofsted's online survey. I considered the 14 and 11 responses to the pupil and staff surveys, respectively.

I examined a range of documents, including safeguarding records, records of recruitment checks, the latest information about pupils' attainment and progress, the school's self-evaluation and plans for improvement, records of meetings of the governing body and information relating to pupils' attendance and behaviour.