

# Inspection of a good school: Langley Moor Primary School

Brandon Lane, Langley Moor, Durham DH7 8LL

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Inspection dates:

14 and 15 June 2022

## **Outcome**

Langley Moor Primary School continues to be a good school.

## **What is it like to attend this school?**

Langley Moor is a happy, caring and supportive place. Pupils value the strong relationships they have with staff. They appreciate the care and guidance they get from their teachers. Pupils know that teachers expect them to work hard and achieve well. Pupils show strong levels of concentration in their lessons. This helps them to do well in their learning.

Leaders are ambitious for all pupils. Leaders make regular checks to ensure that the curriculum is well taught. Pupils enjoy a wide range of clubs and educational visits including forest school, dodgeball, cheer leading and crafts. Recently, pupils in Year 5 visited a local outdoor museum to support their learning about mining in the area. Pupils enjoy reading. They have opportunities to read to adults in school and to be read to.

Pupils behave well in school. They understand what bullying is. Pupils explain that bullying is rare. They know that their teachers sort it out successfully when it happens. Pupils feel safe. This is because they know that staff always have time to listen to them. Pupils are respectful and very welcoming to visitors. They have a good understanding of diversity.

## **What does the school do well and what does it need to do better?**

Leaders are ambitious for their pupils. They want all pupils at Langley Moor to have the best experiences and opportunities possible. They have planned a suitably ambitious curriculum to help achieve this goal. Pupils' learning is thoughtfully sequenced and teachers implement the curriculum well. It meets the needs of pupils well, including those with special educational needs and/or disabilities (SEND).

Curriculum plans for subjects, such as history and mathematics, are carefully sequenced. Leaders have set out clearly the knowledge and skills they want pupils to learn. For example, pupils in Year 6 confidently use the knowledge and understanding of different monarchs from previous history lessons to help them make comparisons as to their power and impact on the country.

In mathematics, teachers provide opportunities for pupils to continually revisit and review previous learning. Leaders ensure there is a focus on developing pupils' mathematical vocabulary. In Reception, mathematics is a high priority. Children are taught mathematical concepts daily. They enjoy learning how to divide objects up into two equal parts using a variety of blocks and counters.

Staff have high expectations of children in the early years. Adults model language and communication skills well. This helps children to immerse themselves in their learning and settle into routines. Children have positive attitudes to their learning. Children learn to make choices in their learning and develop independence. Teachers plan learning activities that are matched to children's needs. Staff waste no time in teaching children in the early years how to read. Children learn to retell well-known stories and enjoy songs and rhymes.

Reading is a key priority for the school. There is a consistent approach to teaching phonics. Pupils read books that closely match the sounds that they know. This helps them to become fluent readers. Teachers make regular checks on the sounds pupils have been taught to see if they remember them. When pupils fall behind in their reading, they get extra help to catch up quickly. Pupils with SEND are skilfully supported by adults. As a result, these pupils achieve well and start key stage 2 as confident readers. As pupils get older, they read texts with increasing confidence. Pupils enjoy reading a wide range of books and they value the importance of reading.

Leaders have systems in place to check that lessons follow their curriculum plans. However, recent changes to subject leadership and restrictions due to COVID-19 have limited the monitoring that leaders can do. As a result, leaders do not know the impact of their plans on pupils' learning.

Staff support pupils' social and emotional needs well. A caring and supportive ethos is evident throughout the school. This includes the way in which pupils support one another. Older pupils are proud to take on roles that support their peers. Jobs, such as the anti-bullying champions, give pupils the opportunity to help resolve differences on the playground. Pupils are very accepting of each other. During discussions, they are able to talk about the importance of being different and understand difference is to be celebrated and enjoyed.

Staff said that they feel valued in school and that leaders are approachable. Leaders are considerate of the staff's workload and well-being. Governors are knowledgeable. They hold leaders to account effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders see pupils' safety as one of the most important aspect of the school's work. Staff know pupils and their families very well. They use this knowledge, alongside regular training, to keep pupils safe.

Leaders are tenacious in their pursuit of appropriate support for pupils and families in need. They respond promptly to concerns and make referrals to outside agencies when required. Leaders ensure that the most vulnerable pupils receive the support that they need.

The curriculum gives pupils many opportunities to learn how to stay safe. Pupils know that adults will help them if they have any problems.

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

### **(Information for the school and appropriate authority)**

- Subject leaders have not monitored the impact of curriculum developments that have been implemented. This is due to the impact of COVID-19 and recent changes in subject leadership within the school. As a result, the impact of subject leaders' actions to improve wider curriculum areas is not fully understood. Leaders with curriculum responsibilities should now make regular checks on their subject so that they are clear on the impact their actions are having.

## **Background**

When we have judged school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in January 2017.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	114120
<b>Local authority</b>	Durham
<b>Inspection number</b>	10211253
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Julia Millard
<b>Headteacher</b>	Charlotte Ferguson
<b>Website</b>	<a href="http://www.langleymoor.org.uk">www.langleymoor.org.uk</a>
<b>Date of previous inspection</b>	24 January 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.
- The school offers a breakfast club and after school (teatime) club.

## Information about this inspection

- The inspector carried out deep dives in early reading, mathematics and history.
- The inspector held meetings with the headteacher, senior leaders, the special educational needs coordinator (SENCo) and other members of staff.
- The inspector met with members of the school governing body including the chair of governors. The inspector also spoke with a representative of the local authority.
- For each deep dive, the inspector met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also heard a sample of pupils read to a familiar adult.
- The inspector met with the designated safeguarding leaders and looked at safeguarding documentation. The inspector also spoke with governors, teachers and pupils.

- The inspector spent time observing and speaking to pupils, including those who attend the breakfast club.
- The inspector evaluated the responses to the Ofsted Parent View. The inspector also analysed the response to Ofsted's staff and pupil surveys.
- The inspector reviewed the school's website and a range of school documents. These included the school's self-evaluation document, its improvement plan and documents about behaviour, safeguarding and bullying.

### **Inspection team**

Anne Vernon, lead inspector

Ofsted Inspector

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