

Inspection of Langar CofE Primary School

Barnstone Road, Langar, Nottinghamshire NG13 9HH

Inspection dates: 6 and 7 July 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Early years provision

Requires improvement

Previous inspection grade

Outstanding

What is it like to attend this school?

Some pupils do not feel safe while at school. Leaders have not developed a strong culture of safeguarding in the school.

Leaders do not always have high enough ambitions for pupils. Most pupils are keen and ready to learn. However, not all pupils have the opportunities to build on what they have learned before. Sometimes they become disengaged during lessons.

Some pupils say that bullying happens, but adults usually deal with it. Teachers help pupils to know their feelings and manage their own emotions. Pupils encourage other pupils to do the same. Nevertheless, pupils and teachers agree that sometimes behaviour is not in line with expectations. Pupils say that behaviour during less structured times is a particular concern. Disagreements between pupils during lunchtime sometimes disrupts learning.

Most pupils say that they enjoy school. They typically show respect for each other and know the school's Christian values of 'take care', 'thoughtfulness', 'love', 'fairness' and 'respect'. However, there are not enough opportunities for pupils to learn about diversity, differences, and a range of faiths.

All pupils have opportunities to attend after-school clubs. These include Mindful Mondays, Tennis Club, Forest Bugs and Magical Maths. This helps to broaden their experiences beyond the day-to-day curriculum.

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

In some subjects, it is clear what pupils should know and remember. It is also clear what teachers need to teach and when. However, in other subjects, the design of the curriculum has not been well enough thought out. Leaders have not planned for opportunities to revisit what pupils have learned previously. As a result, the curriculum in some subjects is not sequenced well enough to enable pupils to build their knowledge over time.

The curriculum is not yet consistently implemented in all subjects. Teachers do not always use assessment well enough to check what pupils know and remember. Sometimes, pupils do not get the chances that they need to practise what they are learning. For example, in mathematics, pupils are not given enough time and practice to secure their understanding of ratio. Some pupils struggle to remember what they have previously been taught. Teaching is not always organised so that all pupils in mixed-aged classes get the chances that they need to recall and build on prior learning.

Leaders place reading as a curriculum priority. Pupils are keen to succeed and many pupils develop a love of reading. However, the teaching of early reading is not consistent. Teachers do not consistently implement the training they have received to develop all pupils' phonics knowledge. Not all pupils regularly read books that are

matched to the sounds they know. Consequently, some pupils struggle to become confident and fluent readers.

The learning environment in the early years is calm and orderly. Children know the well-established routines. There are plenty of opportunities for children to develop their creativity. For example, during a session focused on developing children's knowledge of the world, about 'God being a gift', children made a gift for someone they know. One child said: 'I'm designing and colouring a unicorn for my brother.' The early years curriculum is designed around a range of activities that pupils undertake. Nevertheless, there is sometimes not a precise purpose to these activities so that children can secure their next steps of learning.

Leaders quickly identify pupils with special educational needs and/or disabilities (SEND). Teachers put in place appropriate plans and support them so that their needs are being met.

Most pupils behave well during lessons. Nevertheless, some pupils' behaviour at social times is not as strong. Leaders do not yet record all incidents of poor behaviour or accidents clearly enough. This means that they do not always identify and tackle trends of misbehaviour.

The curriculum programme for personal, social and health education (PSHE) and relationships and sex education (RSE) is not delivered in sufficient depth. Pupils find it difficult to talk about different families and differences within the community.

Pupils enjoy a weekly opportunity to discuss current events in the news. This provides them with the chance to think about, and debate, moral and political issues. Leaders have prioritised pupils' mental health and well-being. They offer pupils strategies to help them develop their emotional resilience.

Leaders have built positive relationships with parents and carers. Communication with parents who have children in the early years is a strength.

There are some pupils who are persistently absent. Leaders take time to support parents with children who struggle to attend regularly. This helps improve some pupils' attendance.

While governors are supportive of leaders, they are not effective in holding them to account. They lack precision in their understanding of curriculum development at the school and the extent to which this is being implemented successfully.

Safeguarding

The arrangements for safeguarding are not effective.

Safeguarding is not always a priority. Leaders do not have effective systems in place to ensure that they can safeguard all pupils. Some concerns are not recorded appropriately. Appropriate actions are not always taken to keep pupils safe. Some

leaders, governors and staff have little knowledge of statutory guidance for schools in keeping children safe in education. Gaps in safeguarding training and knowledge leave pupils at potential risk of harm.

Some pupils do not always feel safe. This is partly due to the number of injuries incurred while using the trim trail and playing football. The arrangements for supervising pupils at lunch and breaktimes are not robust enough, placing pupils at potential risk of harm or injury.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The systems and procedures to safeguard pupils are not robust enough. Some safeguarding incidents are not managed appropriately, and pupils are left at risk. Leaders have not ensured that all members of staff are sufficiently well trained in safeguarding. Some staff do not know how to report a concern about a pupil, and others do not understand about important matters such as the 'Prevent' duty. Staff training, along with clear and robust procedures to safeguard all pupils, should be put in place as soon as possible.
- Governors do not have the ability to hold leaders to account and fulfil their statutory responsibilities. Governors need urgent training and upskilling, so they can support and challenge school leaders and fulfil their statutory duties.
- Teachers are not using a consistent approach to teach pupils to read. Books that pupils read are not always closely matched to their phonics knowledge or ability. Some pupils are not becoming fluent readers as quickly as they could. Teachers require further training, so they can teach reading consistently and effectively.
- The planning, teaching and assessment in some subjects do not support pupils to learn the intended curriculum effectively. This is limiting the breadth and depth of knowledge pupils acquire by the time they leave the school at the end of Year 6. Curriculum plans need to be ambitious and implemented consistently across the school. Staff need to check that pupils have remembered what they have been taught and amend the programme if gaps are apparent or emerge in pupils' knowledge.
- Leaders have not put in place a consistent approach to monitoring and managing pupils' behaviour. This includes securing an appropriate level of supervision of pupils at lunchtimes, which can lead to misbehaviour and some pupils not feeling safe. A consistent approach to managing the oversight of incidents and accidents should be put in place to improve the standard of pupils' behaviour.
- Some elements of the personal, social and health education (PSHE) curriculum are not covered in sufficient depth. Pupils are not yet gaining as strong an understanding of equality and relationships as they could. The wider development offer for pupils should address these shortcomings in provision.

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

Unique reference number	122763
Local authority	Nottinghamshire County Council
Inspection number	10199278
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair of governing body	Richard Swallow
Headteacher	Emily Brown
Website	www.langar.notts.sch.uk
Date of previous inspection	14 September 2006, under section 5 of the Education Act 2005

Information about this school

- The school uses three alternative providers.
- The most recent Statutory Inspection of Anglican and Methodist Schools (SIAMS) was undertaken in January 2017 under section 48 of the Education Act 2005.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, the senior teacher, the coordinator for the provision of pupils with SEND (SENDCo), the early years leader, curriculum subject leaders and teachers from across all year groups.
- The lead inspector met with members of the governing body.
- Inspectors met with several groups of pupils to talk about their learning across the curriculum.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, art and design, and religious education. For each deep dive, inspectors discussed the curriculum 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.
- Leaders also considered curriculum planning in relationships and sex education (RSE).
- Inspectors listened to a selection of pupils reading to a familiar adult.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and met with the safeguarding team. Inspectors also spoke with staff and pupils.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors took note of the responses received on Parent View, Ofsted's online survey, and considered the results of the Ofsted staff and pupil surveys.

Inspection team

Anita Denman, lead inspector

Her Majesty's Inspector

Rob Gooding

Ofsted Inspector

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