

Inspection of Langar C of E Primary School

Barnstone Road, Langar, Nottinghamshire NG13 9HH

Inspection dates: 2 and 3 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Inadequate

What is it like to attend this school?

Pupils flourish at this rapidly improving, inclusive and welcoming school. Staff know pupils and their families very well. The school has a 'family feel' to it. Pupils say they are happy and feel safe here. The school values include fairness, respect and thoughtfulness. They shine through. The values are consistently reinforced through the school day and during collective worship. Pupils understand these values and try to use them in their daily lives.

Staff have high expectations for the vast majority of pupils. They expect pupils to behave well. Pupils do. Pupils trust staff to sort out any rare issues of bullying swiftly and fairly.

The provision for pupils' personal development is exceptional. Pupils can apply for various responsibilities, including house captains, school council, technicians, reading buddies and librarians. There are daily opportunities for pupils to discuss and debate questions and issues. They can learn to play various musical instruments and attend different after-school clubs. Pupils are knowledgeable about the protected characteristics. They understand diversity and British values. The 'Harmony' and 'Pastoral' rooms enable pupils and their families to receive extra support.

Many parents hold positive views of the school. One typical comment was, 'It is lovely and caring and they really know the children.'

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

Leaders have thought carefully about the curriculum. It is ambitious. The knowledge and skills that leaders want pupils to learn, and when, are clear. This is also the case for pupils with special educational needs and/or disabilities (SEND) and for children in the early years. Teachers have good subject knowledge. They present information clearly. Teachers use assessment wisely. It is not over-burdensome. Assessment helps pupils to remember what they have learned and teachers to spot any gaps in pupils' knowledge. However, teachers do not always adapt their lessons, including phonics lessons, for those pupils who are struggling to keep up. Consequently, this small group of pupils are not progressing as well as they could.

Leaders have prioritised reading. A new phonics scheme has recently been introduced. Consequently, there is now a consistent approach to teaching phonics in the early years and key stage 1. Staff have received some training. They ensure that pupils' reading books match the phonic sounds they are learning. This work is ensuring that most pupils are becoming confident and fluent readers.

The school is calm and orderly, yet busy. Pupils follow sensible routines. They behave well during lessons and social times. Incidents of very poor behaviour are rare. Pupils take an active role in lessons. They readily answer teachers' questions. They are keen to learn. Attendance is generally high. Pupils arrive to school on time.

Leaders have thought very carefully about pupils' personal development. The curriculum encourages pupils to think carefully and learn about a wide variety of topics. These include self-identity, discrimination, resilience, healthy lifestyles, communication and coping with change. Pupils have an age-appropriate understanding of health and relationships education. Pupils particularly benefit from the daily discussions over lunch. They talk with each other about topical news stories or think about questions such as, 'Can you manage under pressure?' Pupils are rewarded for consistently displaying the school's values by being 'hot-chocolate heroes'. This work is preparing pupils very well for life in modern Britain.

Pupils with SEND are getting a good deal here. There are clear procedures to help identify those pupils who might need extra help. Staff have received appropriate training, for example, in speech and language and dyslexia. Pupils' targets are reviewed frequently. Some pupils access external support from the school and family services team.

Children in the early years get off to a superb start. Staff are skilled in providing children with meaningful and purposeful activities. Children can sustain their concentration. They share resources well and get on with each other. Staff ask children considered questions. These help to deepen children's thinking and develop their vocabulary. Relationships between adults and children are warm and positive.

Leaders have successfully addressed the issues highlighted in the previous report. Staff say that leaders are considerate of their well-being and workload. They appreciate the training courses that are provided for them. The governing body has undergone significant change. Governors now ask appropriate questions in meetings. They find out for themselves about how well the school is operating. The governing body is now holding leaders fully to account for their actions.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding arrangements have improved dramatically since the previous inspection. Leaders and staff have received appropriate safeguarding training. They are knowledgeable regarding safeguarding issues. They are vigilant to the potential signs of neglect. Safeguarding records are detailed. There are strong links with outside agencies. Pupils and their families receive appropriate help and support should they be needed.

Pupils are taught to stay safe when using the internet and when they are close to roads, canals and dogs. Pupils have been made aware of trusted adults who they can talk with should they have a worry.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In lessons, including phonics lessons, a small number of pupils who are struggling to keep up do not receive the help that they need. Consequently, these pupils are not progressing as well as they should. Leaders should ensure that teachers successfully adapt their lessons so that these pupils are supported well and therefore achieve as well as they can.

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.

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	10265753
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	The governing body
Chair of governing body	Richard Swallow
Headteacher	Emily Brown
Website	www.langar.notts.sch.uk
Dates of previous inspection	6 and 7 July 2022, under section 5 of the Education Act 2005

Information about this school

- There have been significant changes to the governing body since the previous inspection.
- The school is a Church of England primary school. It underwent a section 48 Statutory Inspection of Anglican and Methodist Schools (SIAMS) in January 2017. SIAMS inspections were suspended as part of COVID-19 restrictions.
- The school does not use the services of any alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held various meetings with the headteacher, senior teacher and other staff. The lead inspector held a meeting with four members of the governing body, including the chair and vice-chair, and met with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English and geography. Inspectors met with subject leaders to discuss curriculum planning, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with leaders about some other subjects and discussed curriculum planning. The lead inspector listened to pupils from Year 1 and Year 2 read.
- Inspectors met with pupils during the day and with parents at the start of the day to understand their views on the school.
- To inspect safeguarding, the lead inspector checked the single central record. Inspectors checked staff's training and their knowledge of the school's safeguarding procedures. Safeguarding records were scrutinised.

Inspection team

Peter Stonier, lead inspector

His Majesty's Inspector

Stuart Anderson

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023