

# Inspection of Langold Dycarr Community School

School Road, Langold, Worksop, Nottinghamshire S81 9PX

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Inspection dates: 12 and 13 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Gill Fotheringham. This school is part of Shine Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Judi O'Leary, and overseen by a board of trustees, chaired by Fiona Boyd.

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

Pupils, parents, carers and staff are proud of their school. They say that it has improved significantly over the last few years.

The school has high expectations of pupils' behaviour and achievement. Pupils live up to these. In lessons and around school, pupils typically behave well. They understand the school's 10 'BEE values'. They understand 'The Langold Way'. They know why 'wonderful walking, super sitting and lovely listening' are important. They do their best to model these behaviours. Pupils are motivated by the wide range of rewards and incentives on offer. 'BEE awards', integrity awards, reward points, trophies and spending time with Nala, the school dog, are all highly prized.

Pupils enjoy working with the local community. Their nationally recognised community allotment is a great source of pride. The allotment's produce is used and shared widely.

Older pupils are proud of the roles and responsibilities that they take on. The school leadership team and school council help leaders to make important decisions about the school. The 'respect ambassadors' are always on the lookout for those who demonstrate the school's values.

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

Reading is prioritised. Pupils are taught phonics from the beginning of the reception year. The school's phonics programme is well organised. Sounds are taught in a logical order. The programme is taught consistently. The school regularly checks to make sure that it is working well. Pupils know and remember the sounds that they have learned.

Over time, pupils develop a love of books. They read a wide range of genres. The school's reading ambassadors keep the library well organised. They think carefully about the book recommendations that they make. Teachers read to pupils daily. Pupils enjoy this. As one said, 'It takes you to different places.'

Across the majority of subjects, the school's curriculum is well planned and sequenced. In most subjects, the school has identified the important information that pupils should learn and remember. Teachers systematically revisit this content. As a result, pupils remember what they have learned. However, a small number of subjects have not yet been fully planned and sequenced. This means that, in these subjects, the school cannot be sure that content is being taught in the best order. The school is not clear how some subjects begin in the early years. This means that leaders cannot be sure that children are fully prepared for what they will go on to learn in the next stage of their education.

Pupils with special educational needs and/or disabilities receive the help that they need. The school ensures that these pupils' needs are understood and catered for.

Pupils are set precise targets for improvement. These make clear the support that should be in place. As a result, staff consistently provide the right sort of help.

Children in the early years get off to a good start. Teachers quickly establish clear routines and expectations. Children respond well to these. The early years curriculum is well planned and engaging. The activities on offer help children to learn the curriculum. Staff ensure that children learn both indoors and in the recently improved outdoor area. However, they do not check closely enough on how children engage with activities outdoors. This means that they cannot be sure that children are accessing the full breadth of the curriculum.

Pupils benefit from a well-structured programme for personal, social and health education (PSHE). This ensures that pupils learn about a range of cultures, beliefs and religions from around the world. Pupils are adamant that discrimination is not tolerated at their school.

The school manages pupils' behaviour well. Those who need extra help to live up to the school's expectations receive well-tailored support. The school provides a wide range of support for pupils and their families. It keeps track of any poor behaviour. Leaders check on trends and patterns over time. However, some older pupils say that homophobic language is occasionally used in a derogatory way. They say that staff do not always know when this happens. As a result, this behaviour sometimes goes unchallenged.

Leaders have a clear and ambitious vision for the school. They are determined that the school will be the beating heart of the community that it serves. They have built a cohesive and talented team of staff.

Local governors know the school well. They work effectively with the trust. Together, they provide the school's senior leaders with an effective balance of challenge and support.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a small number of subjects, the curriculum is not fully planned and sequenced. This means that the school cannot be sure that content is being taught in the best or most logical order. The school should ensure that the curriculum, across all subjects, is fully planned and sequenced.
- Staff in the early years do not check closely enough on how children engage with activities outdoors. This means that leaders cannot be sure that children are

accessing the full breadth of the curriculum. The school should ensure that assessment arrangements take account of what children learn outdoors.

- Sometimes, leaders do not understand how their subject begins in the early years. This means that they cannot be sure that children are fully prepared for what they will go on to learn in key stage 1 and beyond. The school should ensure that all leaders have a consistent understanding of the early years curriculum and pedagogy.
- Occasionally, pupils use derogatory, homophobic language. Pupils say that leaders do not always know when this happens. As a result, some cases go unchallenged. The school should ensure that all instances of derogatory, homophobic behaviour are identified and addressed.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	146963
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10288376
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	273
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Fiona Boyd
<b>Headteacher</b>	Gill Fotheringham
<b>Website</b>	<a href="http://www.langold-dyscarr.org">www.langold-dyscarr.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Langold Dyscarr Community School converted to become an academy with Shine Multi Academy Trust in April 2019. When its predecessor school, also called Landgold Dyscarr Community School, was last inspected by Ofsted it was judged to be inadequate overall.
- The school does not use any alternative education providers.
- The school shares a local governing body with another school in the trust, Ranskill Primary School.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, the deputy headteachers, curriculum leaders, the early years leader, the special educational needs coordinator and groups of staff and pupils.
- Inspectors carried out deep dives in five subjects: reading, mathematics, music, physical education and history. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. Inspectors also spoke to leaders, looked at curriculum documentation and spoke with pupils about art and PSHE.
- The lead inspector met with representatives of the local governing body. He met with the chief executive officer of the trust and the chair and vice-chair of trustees.
- Inspectors took account of the responses to the Ofsted Parent View survey and written comments from parents. Inspectors spoke informally to parents outside the school. Inspectors considered the responses to Ofsted's staff survey.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed school documents, including those relating to governance, behaviour and attendance. Inspectors scrutinised leaders' plans for improvement and their assessment of the school's effectiveness.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and on the playground. An inspector visited the school's breakfast club.

### **Inspection team**

Vic Wilkinson, lead inspector	His Majesty's Inspector
Rachael Snowdon-Poole	Ofsted Inspector
Di Mullan	His Majesty's Inspector

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