

Inspection of Langmoor Primary School Oadby

Kenilworth Drive, Oadby, Leicester, Leicestershire LE2 5HS

Inspection dates: 14 and 15 November 2023

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

Ofsted has not previously inspected Langmoor Primary School Oadby as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

The headteacher of this school is Helen Bonser. This school is part of the Oadby, Wigston and Leicestershire Schools 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, Peter Merry, and overseen by a board of trustees, chaired by Jonathan Tedds.

What is it like to attend this school?

Langmoor is a welcoming school with a strong community spirit. Pupils know that adults will take the time to get to know and understand them. Parents and carers appreciate the care their children receive. As one parent commented: 'The school treats my children as individuals, offers support where needed and develops a love of learning.'

Pupils are proud of the various roles and responsibilities they hold in school. For example, during social times, pupils take pride in helping their peers choose books in the 'Reading Shed'. Pupils appreciate how their views are considered. They see how this leads to actions that improve their school.

The school's values of respect, teamwork, kindness, creativity, perseverance and responsibility are lived out by all pupils. These values help pupils understand how to be a good learner, a caring friend and a purposeful member of the school community. This helps to ensure the school is a calm and orderly place to learn.

Pupils enjoy their learning. However, the school's curriculum does not clearly identify the key knowledge that pupils must remember. Sometimes, the school's curriculum is not taught precisely. This means pupils do not learn the essential knowledge in some subjects.

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

Some systems and procedures for behaviour and the school's curriculum have been recently revised. This has had a positive impact on pupils' conduct and attitudes. However, checks on how well the curriculum is implemented have not been rigorous enough.

By the time pupils leave this school, they achieve well in mathematics. This is because the curriculum precisely identifies what pupils must know and remember. Where pupils have gaps in their mathematical knowledge and understanding, teachers adapt the curriculum to ensure that key concepts and ideas are revised and revisited. These strengths are not yet apparent in most foundation subjects.

Pupils also achieve well in reading by the end of key stage 2. However, some pupils who are at the earliest stages of reading do not receive the precise support they need. Teachers make regular checks on how well pupils use sounds to read words. Additional support for those pupils who need extra help is provided. Occasionally, early reading is not taught with accuracy. Sometimes, pupils do not receive the right equipment or resources to help them to learn to read quickly and efficiently. This hinders how well pupils can access the rest of the curriculum.

The school has implemented a curriculum that is broad and balanced. However, it is not ordered in a clear and logical manner in many foundation subjects. The precise knowledge that pupils need to know, and when, has not been outlined in these

subjects. This is also the case for the curriculum in the early years. Sometimes, activities that pupils receive do not help them to learn more of the subject. Occasionally, the subject is not taught accurately, and this leads to misconceptions in pupils' understanding.

Pupils with special educational needs and/or disabilities (SEND) have their barriers to learning identified quickly. The school has ensured that appropriate learning support plans are in place. Some pupils benefit from tailored support. This enables these pupils to use the knowledge they have with increasing fluency and independence.

The foundations for pupils' positive behaviour start in the early years. The school ensures that parents understand the importance of attendance right from the very start. Children listen, take turns and follow well-established routines. They enjoy singing their names during register time and learn to vote for their favourite story. However, the precise knowledge that children in early years need to know has not yet been identified.

There is a well-designed programme to support pupils' personal development. Pupils gain an understanding of how to keep their body and mind healthy and safe. They enjoy sharing different festivals with their friends at school. This helps pupils to learn to appreciate the similarities and differences that make up the school community and wider British society.

The school, with support from the trust, has developed a clear vision. The trust checks on how well this vision is being realised. However, some of these checks lack rigour and accountability.

Staff are proud to work at the school. They feel well supported. They appreciate how their workload and well-being are considered when decisions are made about the school.

Safeguarding

The arrangements for safeguarding are effective.

Pupils told inspectors that they felt safe. They knew who to report their worries and concerns to. Staff understand their roles and responsibilities linked to safeguarding. However, some safeguarding practices and procedures are not as precise as they could be. Sometimes, records or incidents for safeguarding are not logged as well as they should be.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school ensures that all pupils are safe. However, some policies, records and procedures linked to safeguarding are not as precise as they could be. This does

not help leaders to build up a holistic, chronological picture of pupils' needs in a systematic manner. The school, alongside the trust, must ensure that safeguarding practices, procedures and systems are regularly reviewed and strengthened where needed.

- In some foundation subjects, the key knowledge that all pupils need to know and remember over time is not precisely identified. This is also true of the early years curriculum. This risks gaps in pupils' knowledge. It does not help teachers to know what pupils must recall and when. The school must ensure that the curriculum clearly defines the knowledge that pupils must recall and know in all subjects, including in the early years.
- The curriculum in many subjects is inconsistently implemented, including in early reading. Activity choices do not reliably help pupils to know more of the subject. Some staff do not have the right knowledge and expertise to deliver all of the school's curriculum. This slows down the learning and limits how well pupils remember the planned curriculum. The school must ensure that all staff have the knowledge and expertise to teach the curriculum. Timely checks on how well the curriculum is implemented must help the school to have an accurate understanding of what is working well and what needs to be actioned next.

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

Unique reference number	139859
Local authority	Leicestershire
Inspection number	10288347
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	Board of trustees
Chair of trust	Jonathan Tedds
CEO of the trust	Peter Merry
Headteacher	Helen Bonser
Website	www.langmoor.leics.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Langmoor Primary School Oadby converted to become an academy in July 2013. When its predecessor school, Langmoor Primary School Oadby, was last inspected by Ofsted in December 2010, it was judged to be outstanding overall.
- Langmoor Primary School Oadby is part of the Oadby, Wigston and Leicestershire Schools Academy Trust.
- The headteacher took up position in 2017. The deputy headteacher was appointed in September 2022.
- The school does not use any alternative provision.

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 judgment 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.
- 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.
- The inspectors held meetings with the headteacher and other senior leaders, including leaders for attendance, behaviour, SEND and the early years.
- The lead inspector met with the chief executive officer, trustees and representatives of the local governing body.
- Inspectors carried out deep dives into these subjects: early reading, mathematics, history and physical education. For each deep dive, inspectors met with the curriculum leaders to consider planning documents. They visited lessons and spoke with pupils and teachers. Inspectors also sampled curriculum plans for the early years, geography, art and design, and the writing strand of the English curriculum.
- Inspectors observed pupils’ behaviour in lessons and around the school, including at playtime and lunchtime. They met with multiple groups of pupils to discuss behaviour and attitudes in school.
- Inspectors met with staff to discuss the school’s curriculum, behaviour and teacher workload.
- Inspectors considered the responses to the online staff surveys and the responses to Ofsted Parent View. The views of parents were also considered while on site.

Inspection team

Shaheen Hussain, lead inspector	His Majesty’s Inspector
George Huthart	Ofsted Inspector
Liz White	Ofsted Inspector

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