

Inspection of a good school: Kirk Langley C of E Primary School

Moor Lane, Kirk Langley, Ashbourne, Derbyshire DE6 4LQ

Inspection date:

5 March 2024

Outcome

Kirk Langley C of E Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud to attend Kirk Langley Church of England Primary School. They embrace being part of a small, caring community where adults know them well and help them 'to shine'. Pupils behave exceptionally well. They are polite and respectful to each other. It is rare for pupils to fall out but if this happens, adults support pupils to sort things out quickly.

The school has high expectations for pupils. The curriculum continues to be developed in some subjects. Teachers want pupils to understand what life was like in the past and how this shapes their life today. In lessons, pupils work very hard. They are curious and eager to learn.

Pupils take pride in holding leadership roles such as school councillors, eco leaders and treasurers. They feel their views are listened to and they make a difference to school life. The introduction of blazers was decided by the pupils themselves who wanted to look smarter and feel prepared for secondary education.

Pupils experience a range of educational visits and have visitors into school. These support their development and learning and include residentials to develop independence and teamwork. Pupils value the times when the school joins together in worship and prayer.

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

The school's curriculum is evolving. The core subjects of mathematics and English are planned and taught well. Most other subjects are carefully planned so that pupils learn the most important knowledge in a logical order. Teachers choose stories and text to engage pupils and support learning. However, in a small number of subjects, the exact knowledge that pupils need to know and remember has not been precisely identified.

Teachers have good subject knowledge. They deliver information clearly and ask suitable questions to help pupils think deeper and understand more. Teachers regularly check that pupils remember important information. Where there are gaps in pupils' understanding, teachers take swift action. Pupils have many opportunities to practise skills and revisit knowledge.

Teachers adapt how they deliver the curriculum to meet most pupils' needs. For some pupils, the work in lessons is not always adapted well enough to ensure that they are successful. The additional needs of pupils with special educational needs and/or disabilities (SEND) are not always carefully identified in order to ensure that these pupils receive the required support.

Children in the early years enjoy their learning. The staff know the children well. They select activities to promote children's curiosity and develop important learning behaviours. Children quickly develop their language and communication skills by listening to stories and playing games. They play and work happily with each other. The curriculum in the early years is well planned.

The teaching of early reading and phonics is a particular strength at Kirk Langley. Teachers know the school's chosen phonics scheme well and have received appropriate training. Pupils learn new sounds quickly and take great pride in applying this knowledge to read new words. Pupils are given books to read at home that are matched to the letter sounds they know. Teachers ensure that no pupils fall behind in lessons.

Pupils love being at school and attend frequently. They value their learning and enjoy being with their friends. Pupils' behaviour is commendable. They respect and care for each other. As a result, playtimes are joyful and lessons are rarely disrupted.

The school has prioritised pupils' spiritual and personal development. Leaders have carefully planned the personal, social, health and economic education curriculum. Pupils have a mature understanding of relationships, safety and equality. They know the risks they might face online and know how to act when concerned. Pupils contribute to the school community by taking on different roles, such as treasurers or pupil leaders who organise charity fundraising events.

Parents are mostly positive about the school. They feel that staff are caring and approachable. Staff enjoy working at Kirk Langley School. They feel part of a hardworking, committed 'team'. Leaders have thought carefully about staff workload and have taken appropriate action. Governors show great commitment to the school. They work closely with the leaders to ensure money is well spent and pupils have the resources they need.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, what pupils need to know has not been identified precisely. When this is the case, pupils' knowledge of these subjects is not secure and does not prepare them for subsequent learning. The school needs to ensure that there is a well-planned curriculum in place for all subjects.
- The systems for identifying pupils with SEND and their individual needs are not precise enough. As a result, some pupils do not receive the required support they need to access the curriculum. Leaders should ensure that systems for identifying pupils' needs are in place and that all staff have the expertise to recognise when a pupil may need further support due to their special educational needs.

Background

When we have judged a 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in April 2015.

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 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	112833
Local authority	Derbyshire
Inspection number	10324071
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	The governing body
Chair of governing body	Chris Wheeldon
Headteacher	Jayne Stevenson
Website	www.kirklangley.derbyshire.sch.uk
Date of previous inspection	27 September 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- Kirk Langley Church of England Primary School is a smaller-than-average size school. Pupils are taught in mixed-age classes.
- The school is designated as having a religious character. The school is in the Diocese of Derby. Its most recent Statutory Inspection of Anglican and Methodist Schools under section 48 of the Education Act 2005 took place in October 2019, when the school was judged to be good.
- The headteacher has a part-time teaching commitment.

Information about this inspection

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. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.

- Inspectors met with school leaders, including subject leaders. The inspectors also met representatives from the governing board.
- The inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also discussed the curriculum and provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, governors, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts the pupils' interests first.

Inspection team

Kate Mann, lead inspector

Ofsted Inspector

Sylvie Newman

Ofsted Inspector

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