

# Inspection of a good school: Langton Primary School

Langton, Malton, North Yorkshire YO17 9QP

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Inspection date:

19 June 2024

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

This is a very nurturing and friendly school. Pupils, including those with special educational needs and/or disabilities (SEND), feel safe and well cared for. They enjoy many opportunities to play with their friends. Pupils speak positively about the teachers and adults who work in the school. Children settle well when they join the early years class. They enjoy the well-thought-out learning activities both inside and outside. Most pupils try their best to live up to the expectations that the school has for their behaviour. They behave well and are enthusiastic about their learning. Bullying is rare. Pupils help each other in class and around the school. They are proud to have roles and responsibilities, such as sports ambassadors and school councillors. Pupils benefit from attending before- and after-school clubs.

The school has identified what needs to improve for pupils, particularly those with additional needs. The school knows that pupils learn more in some subjects than others. They learn well in reading and mathematics. Older pupils enjoy reading and talk about their favourite books and authors. Pupils learn from the trips and experiences that staff plan for them. The curriculum is ambitious and broad ranging. The content of the curriculum is not sequenced precisely. This limits pupils' progress in some subjects.

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

The school prioritised improving early years, reading and mathematics. Pupils do well in these areas and results have improved year on year. Pupils do not do so well in other subjects. The school has not precisely identified the key content that pupils should learn in the wider curriculum or the order in which it needs to be taught. This prevents pupils from building their knowledge over time. The curriculum is broad and balanced. The

topics selected reflect the ambition for the curriculum to interest pupils. Subject plans are very wide ranging, with a large choice of content. It is not clear consistently what knowledge, skills and vocabulary are to be taught over time. This makes it difficult for teachers to assess pupils' learning accurately and plan further learning effectively.

The teaching of early reading is a priority. All staff are trained to teach phonics accurately. Phonics is taught with precision and consistency as soon as pupils start in Reception. Pupils make rapid progress in phonics. Pupils' phonics knowledge is checked regularly. Any pupils falling behind get extra help to catch up. Pupils practise their phonics skills when reading books matched to recent assessments. Sometimes, the books pupils with SEND read are too difficult. This limits their ability to read fluently.

The mathematics curriculum is implemented well. Pupils learn and apply age-appropriate knowledge and skills. For example, Years 3 and 4 pupils use three-dimensional shapes to identify vertices, parallel edges, and acute and obtuse angles. There is a focus on the automatic recall of number facts, such as times tables, and opportunities for reasoning and problem-solving. For pupils with SEND, some adjustments are made to how pupils record their work. Adaptations for pupils with SEND, such as using specific resources, focused questioning or individualised activities, are underdeveloped. This limits the progress made by pupils.

Pupils benefit from personal, social and health education lessons. Assemblies contribute to pupils' awareness of spirituality and the school's values. Pupils are taught about world religions and benefited from a visit made by an Imam. Pupils understand the importance of respecting differences. They develop a thorough understanding of fundamental British values. Pupils understand the importance of healthy eating and regular exercise. They learn how to stay safe near roads and older pupils talk confidently about the importance of online safety.

Children settle well when they join the early years. They enjoy strong relationships with staff. They learn to take turns and share equipment. Activities are interesting and engaging. Starting in the early years, children listen and concentrate well in lessons. Pupils behave well in the playground and around the school. Attendance rates have improved because of an improved focus on welfare and communication with parents and carers.

Governors are committed to the school. Recently, they have become aware of the range of improvements needed at the school. Governors, with the support of the local authority and the FST Primary Schools Federation, have made several positive changes to the way they find out about the school's work. This is strengthening the school's capacity to improve.

Staff are proud to work at the school and value the teamwork and support from colleagues. They appreciate leaders taking their workload into account when making changes.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

- In many subjects, the school has not clearly identified the key knowledge, skills and vocabulary that pupils should learn or the precise order they should learn these. As a result, pupils do not build on their knowledge over time. This limits their achievement. The school should ensure that all curriculum plans identify the knowledge, skills and vocabulary pupils need to learn and the order these are to be taught.
- In some lessons, learning activities are not adapted well enough to meet the needs of some pupils with SEND. As a result, these pupils do not achieve as well as they should. The school should ensure that learning is accessible to all pupils and that pupils with additional needs are supported with appropriate resources.

## 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 September 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

<b>Unique reference number</b>	121452
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10346339
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	106
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Howard Widdall
<b>Executive Headteacher</b>	Sarah Moore
<b>Head of School</b>	Linda Bowman (Interim)
<b>Website</b>	<a href="http://www.langton.n-yorks.sch.uk">www.langton.n-yorks.sch.uk</a>
<b>Date of previous inspection</b>	16 July 2019, under section 8 of the Education Act 2005

## Information about this school

- The interim head of school took up post in September 2023.
- The executive headteacher took up post in January 2024.
- There is a formal collaboration agreement in place with the FST Primary Schools Federation; the executive headteacher leads the federation.
- Leaders from across the FST Primary Schools Federation have responsibility for leading some of the subjects that are taught at this school.
- A head of school designate has been appointed from the FST Primary Schools Federation and is due take up post in September 2024.
- Before- and after-school care is provided by the governing body.
- The school does not make use of alternative provision.

## 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with the executive headteacher, the interim head of school, the SENCo, subject leaders, staff and members of the governing body, including the chair of the governing body.
- An inspector spoke with a representative of the local authority.
- Inspectors spoke to pupils about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons, in assembly, and at playtimes and lunchtimes.
- Inspectors reviewed a wide range of evidence, including the school's improvement plans and records of pupils' behaviour and attendance.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took into account 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 carried out deep dives in early reading, mathematics and history. 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.
- An inspector observed pupils from Years 1 to 3 reading to a familiar adult.
- Inspectors reviewed planning for the wider curriculum and sampled work in topic books, which included work covering several foundation subjects.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also spoke to some parents at the end of the school day.
- Inspectors considered the responses to Ofsted's online staff survey and Ofsted's online survey for pupils.

### **Inspection team**

Amraz Ali, lead inspector

Ofsted Inspector

Helen Hussey

Ofsted Inspector

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