

Inspection of Langley Mill Academy

Bailey Brook Crescent, Langley Mill, Nottingham, Nottinghamshire NG16 4FZ

Inspection dates:	14 and 15 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Allan Bland. This school is part of Djanogly Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mark Mallender, and overseen by a board of trustees, chaired by Tim Slade. There is also an executive headteacher, Angelina Brett, who is responsible for this school and one other.

What is it like to attend this school?

This is a friendly and caring school with the local community at its heart. Relationships between staff and pupils are strong. Pupils benefit from close pastoral support, from staff who know them well. This helps pupils to feel happy, valued and safe. They love coming to school and engage well with their learning.

The school's culture is inclusive. Pupils are kind to each other and show respect for others. Their behaviour is very positive. Pupils know the school's values and follow them closely. They say that bullying rarely happens and trust staff to resolve any concerns.

Staff have high aspirations for what pupils can achieve. Pupils study an ambitious curriculum. They take every chance to read, choosing books from the wide range available. Pupils also get plenty of opportunities to explore the world beyond their own experiences. Year 6 pupils, for example, visit the Eden Camp Modern History Museum to develop their knowledge of the Second World War. Pupils also enjoy visits from inspirational people, such as Team GB athletes. These opportunities help pupils to become confident individuals. One pupil said, 'I want to be kind, brave and a voice for change.'

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

The school has planned what pupils will learn carefully. There is a keen focus on making sure that the curriculum is ambitious for all. The school is committed to making learning an immersive experience. This approach helps pupils to connect with the content of the curriculum and apply their learning beyond the classroom.

Reading is a priority. Pupils are highly motivated readers. They love choosing from the '100 best reads' available for each year group. Pupils at the early stages of learning to read receive support with phonics. They read books that are matched carefully to the sounds that they know. Most pupils learn the sounds they need to become fluent readers. However, sometimes, staff do not provide the precise support that pupils need to secure their phonics knowledge. This hinders pupils' ability to catch up quickly.

Teachers have strong subject knowledge. They use this knowledge well so that pupils understand the most important curriculum content. Pupils learn important vocabulary for each subject. British Sign Language is taught alongside this to help pupils remember these important words. Teachers check pupils' learning and use this information to plug any gaps in knowledge. Sometimes, however, staff do not provide sufficient opportunities for pupils to recall what they have learned previously and apply it to new learning. This means that some pupils struggle to remember what they have learned and to build secure knowledge.

The school identifies any pupils with special educational needs and/or disabilities carefully. There are appropriate targets in place for these pupils to ensure that they receive support that is suitable. Staff make appropriate adaptations to learning for these pupils, including for those with a hearing impairment.

Pupils' behaviour is typically strong. They commonly demonstrate the school's key value of respect. Pupils move around the school quietly and show consideration for others. Parents and carers appreciate that their children feel safe and receive high-quality care.

Opportunities for pupils' personal development are exceptional. Every decision is made with the needs of pupils in mind. Rich experiences are woven through every part of the curriculum. There are plentiful opportunities for pupil leadership, such as through the 'sustainability team'. Here, pupils grow their own produce, gaining knowledge of where food comes from as the farmers themselves.

Pupils learn about different religions and cultures, for example through faith walks. They have a deep understanding of diversity and equality and celebrate differences. Pupils learn how to stay safe online. Some pupils proudly teach others about online safety as part of the 'IVengers' team.

Staff are overwhelmingly positive about the support they receive from the school. It is clear that staff's workload and well-being are considered carefully. Trustees know the school well and provide appropriate support and challenge to help the school continue to improve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- For some pupils, the quality of support to improve their knowledge of phonics varies. As a result, these pupils do not improve their reading fluency and accuracy as quickly as they should. The school should ensure it supports staff to deliver phonics lessons consistently well, so that pupils in the early stages of reading catch up as swiftly as possible.
- Sometimes, staff do not provide pupils with sufficient opportunities to link new learning to what they know already. When this is the case, pupils sometimes struggle to recall what they have learned in these subjects in sufficient detail. The school should ensure that the way the curriculum is implemented gives pupils plenty of opportunities to deepen their knowledge and understanding of each subject.

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	145491
Local authority	Derbyshire
Inspection number	10347671
Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	300
Appropriate authority	Board of trustees
Chair of trust	Tim Slade
CEO of the trust	Mark Mallender
Headteacher	Allan Bland
Website	www.langleymillacademy.co.uk
Dates of previous inspection	12 and 13 July 2022, under section 5 of the Education Act 2005

Information about this school

- This school is part of the Djanogly Learning Trust.
- The school has an enhanced resource provision for pupils who have a hearing impairment.
- The headteacher took up the position in March 2024.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders.
- The lead inspector met with a group of trustees, including the chair of the board of trustees, and the chair of the local governing body. She also spoke with the CEO of the trust.
- Inspectors carried out deep dives in reading, mathematics, Spanish and geography. For each deep dive, inspectors discussed the curriculum with leaders, spoke with teachers and pupils, looked at samples of pupils’ work and visited lessons. An inspector heard some pupils reading to a familiar adult. Inspectors also considered the curriculum in a wider range of subjects.
- Inspectors met with groups of pupils from different year groups. They spoke with pupils informally and observed the behaviour of pupils during social times.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, parents 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 a range of documents, including the school’s self-evaluation and improvement plan, information about governance and reports from external consultants. Inspectors also considered information about pupils’ attendance and behaviour, as well as the wider curriculum.
- Inspectors considered the responses to Ofsted’s online questionnaire, Ofsted Parent View, as well as responses to Ofsted’s surveys for staff and for pupils.

Inspection team

Caroline Barton, lead inspector	Ofsted Inspector
CT Atwal	Ofsted Inspector
Stephen McMullan	Ofsted Inspector

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