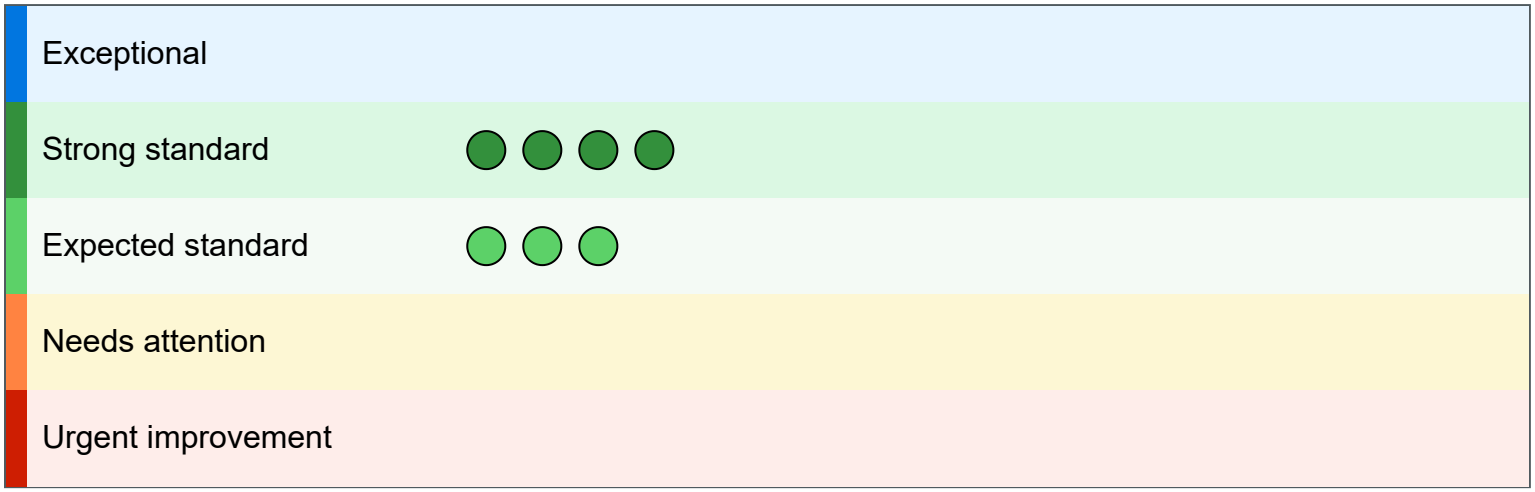
Langley Moor Primary School

Address: Brandon Lane, Langley Moor, Durham, DH7 8LL

Unique reference number (URN): 114120

Inspection report: 23 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

Leaders provide effective, strategic leadership of attendance and behaviour. They have established clear systems that staff understand well and apply consistently. Leaders carefully check pupils' attendance. Through strategies such as daily checks and regular meetings, they identify concerns swiftly and take timely action. Attendance is close to, or above, national averages, including for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Persistent absence is below the national average, reflecting the impact of leaders' proactive and sustained work with families. Where pupils face barriers to attendance, leaders use a balanced approach of support and challenge, including pastoral support, home visits, engagement with external agencies and practical help for families.

Behaviour is consistently very positive across the school. Pupils behave well in lessons and around school, showing high levels of respect for staff and each other. The school is calm and orderly. Pupils demonstrate positive attitudes towards learning. Bullying is rare but, when it does occur, staff deal with it quickly and effectively. Leaders ensure that any form of discrimination or unkind behaviour is stopped promptly, supporting a safe environment. Pupils report that they feel safe and know how to access help from trusted adults.

Staff make appropriate adaptations to support pupils with SEND, ensuring they can engage successfully in learning through regulation strategies and tailored support. These inclusive approaches help pupils to participate fully in school life and maintain positive attitudes to learning.

Early years

Strong standard

Leaders provide effective leadership of the early years. They have an accurate understanding of children's starting points. Staff check what children know to help them to shape provision and secure continuous improvement.

The curriculum is carefully sequenced across all areas of learning. It is responsive to the needs of the children. Leaders prioritise communication and language. There are lots of opportunities for children to develop their vocabulary within the setting, both during adult-led activities and when accessing the provision independently.

Teaching is effective. Staff use high-quality interactions to extend children's thinking, model language and develop understanding through skilled questioning. Adults know children well. They ensure that children are engaged in their learning so that they learn important knowledge and skills. Staff establish clear routines that promote independence, confidence and readiness to learn. Children are very well prepared for the transition into key stage 1.

Staff promote children's wellbeing and welfare. They respond sensitively to children's emotional needs, ensuring they are able to participate fully in learning. Staff adapt the provision to meet children's individual needs, including those with special educational needs and/or disabilities. They identify additional needs early and use targeted support and

effective work with families and external agencies to ensure that barriers to learning are reduced.

Inclusion

Strong standard

Inclusion is a strength of the school. Leaders have an accurate understanding of the needs of pupils who are disadvantaged or have special educational needs and/or disabilities (SEND). Provision is carefully designed so that these pupils are fully included in school life and are supported to achieve well.

Pupil premium funding is used strategically to remove barriers to learning, provide targeted academic support and broaden pupils' experiences. As a result, disadvantaged pupils achieve well and their outcomes are broadly in line with national averages. Leaders check the impact of this funding closely and adapt provision where needed to ensure it continues to have a positive effect.

The school identifies additional needs early. Pupils with SEND receive well-coordinated support that is carefully matched to their individual needs. Staff work effectively with external agencies and implement advice consistently. Where appropriate, pupils access tailored small-group work, nurture provision and specialist support. Leaders use alternative provision appropriately and proportionately, maintaining clear oversight of pupils who attend this.

Pupils known to, or previously known to, social care receive sensitive and effective support. Leaders work closely with families and external partners to ensure that pupils' needs are understood and addressed.

The school's inclusive approach extends to all pupils facing barriers. Staff adapt provision well so that pupils can participate fully in lessons and wider school life. As a result, pupils feel included, are well supported and achieve positively from their starting points.

Leadership and governance

Strong standard

Leaders are strategic and highly reflective in their approach to school improvement. They have a clear and accurate understanding of the school's strengths and priorities for development. Their decisions are consistently focused on improving outcomes for all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities.

Leaders use a range of activities to check the quality of provision and to refine practice where needed. As a result, there is a shared sense of purpose across the school, with staff working together effectively to implement agreed priorities.

Leaders place emphasis on ensuring that disadvantaged pupils are well supported to develop the essential knowledge and skills they need, particularly in early reading and phonics. This ensures that most disadvantaged pupils can access the wider curriculum successfully and achieve in line with their peers over time.

Governors know the school well and fulfil their statutory responsibilities effectively. Through regular visits and focused discussions, they maintain a clear view of provision and its impact

on pupils' outcomes, including for vulnerable groups. This enables them to hold leaders to account effectively while also supporting school improvement.

Professional development is well targeted and aligned to school priorities. Staff benefit from training that develops their subject knowledge and supports consistent approaches to teaching. Leaders ensure that support for staff is well structured. Staff value this support and work collaboratively to improve outcomes for pupils.

Parents and carers are positive about the school and recognise the commitment of leaders and staff to supporting pupils' learning and wellbeing. The school has established a culture of teamwork and shared responsibility, which underpins its continued improvement.

Expected standard

Achievement

Expected standard

Pupils achieve well over time, including in national tests. At the end of Year 6, attainment in reading, writing and mathematics is typically above the national average, and this has been sustained over time. This means that pupils' basic skills are secure and they are well prepared for the demands of secondary education. Disadvantaged pupils achieve well over time. They are broadly in line with their peers. Pupils with special educational needs and/or disabilities make steady progress through the curriculum from their individual starting points.

In wider curriculum subjects, pupils build knowledge over time. However, the work they produce does not consistently reflect the same depth of understanding or level of precision seen in English and mathematics. In some subjects, pupils do not routinely demonstrate or extend their learning through tasks that deepen their thinking. As a result, the quality of work in these subjects is not as high as it could be.

Curriculum and teaching

Expected standard

Leaders have developed a broad and well-sequenced curriculum. Important concepts are logically ordered so that pupils build secure understanding over time. The school enriches the curriculum through links to the local area and wider experiences, which help pupils to connect new learning to what they already know. Leaders review and refine curriculum content regularly.

Leaders have an accurate understanding of the quality of education across the school and provide targeted support where it is needed. Staff benefit from ongoing professional development that strengthens their subject knowledge and supports consistent teaching approaches. Teachers present new information clearly and check pupils' understanding effectively during lessons.

In reading, writing and mathematics, teachers check pupils' learning effectively to identify misconceptions and provide timely support. This enables pupils to build confidence and accuracy. However, in some wider curriculum subjects, this is less well developed. In these areas, teachers do not consistently use the information from their checks to ensure that

tasks build precisely on what pupils already know. As a result, some activities do not deepen pupils' understanding or extend their thinking as effectively as they could. Leaders are aware of this. They are refining the approaches staff use to check what pupils know and remember so that pupils' learning moves on consistently in all subjects.

Personal development and wellbeing

Expected standard

Leaders have established a coherent and well sequenced personal development and wellbeing programme that supports pupils' wider development effectively. The curriculum promotes pupils' social, moral, spiritual and cultural development through a combination of curriculum content, assemblies and enrichment activities. Pupils demonstrate positive attitudes towards others, showing respect, kindness and an understanding of inclusion in their daily school life.

The relationships, sex and health education curriculum is appropriately designed and carefully sequenced. It enables pupils to develop an understanding of healthy relationships, personal safety and wellbeing. Pupils learn about both online and offline risks in an age-appropriate manner and are increasingly aware of how to keep themselves safe, including when using digital technologies. Leaders revisit safeguarding themes regularly, helping to reinforce key messages over time.

The curriculum includes planned opportunities for pupils to develop their understanding of fundamental British values. Pupils also learn about diversity and people who are protected by law through lessons, assemblies and wider school experiences. While pupils can recall some key aspects of this learning, their knowledge is not yet consistently secure or detailed.

Pupils benefit from a wide range of enrichment opportunities, including clubs, educational visits, residential experiences and leadership roles. Leaders plan these carefully and check who attends to ensure that all pupils, including disadvantaged pupils and those with additional needs, are able to access them. This supports pupils in developing confidence, resilience and a sense of responsibility.

The school offers comprehensive pastoral support. Leaders prioritise pupils' emotional wellbeing. They use effective systems to support regulation, behaviour and engagement. Staff know pupils well and respond appropriately to individual needs, removing any barriers to learning and participation. Pupils are confident that they can seek help when needed and that adults will listen and take appropriate action.

What it's like to be a pupil at this school

Pupils are proud to belong to this welcoming and inclusive school community. They enjoy coming to school, attend regularly and speak positively about their experiences. Relationships between pupils, staff and families are positive and contribute to the school's family and community ethos. Staff know pupils well and ensure that all pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, are included fully in school life and supported to achieve success.

Pupils feel safe in school and know that there are trusted adults they can approach if they have any worries. They are confident that staff will listen to them and deal with concerns appropriately. Bullying is not common and pupils understand the importance of treating others with kindness and respect.

Behaviour is consistently highly positive. Pupils respond well to the high expectations established by staff and demonstrate positive attitudes towards their learning. Classrooms are calm and purposeful, allowing pupils to focus on their work and achieve well. Around school, pupils are polite, respectful and considerate of others.

Pupils benefit from a curriculum that enables them to achieve well academically. Published outcomes are positive and are broadly in line with, or above, national averages. Pupils develop secure foundations in reading, writing and mathematics and are prepared well for the next stage of their education in these areas.

There are many opportunities for pupils to contribute to school life and develop leadership skills. Pupils are proud to serve as school councillors, house captains, buddies and committee members. Older pupils particularly value their role in supporting younger children as they join the school. Pupils also benefit from a broad range of enrichment opportunities that enhance their personal development. They enjoy educational visits to local museums, theatres and cultural venues, alongside residential experiences that help to develop confidence, resilience and independence.

Next steps

- Leaders should ensure that teachers use assessment information accurately in the wider curriculum subjects to adapt their teaching so that it deepens pupils' learning.

About this inspection

The chair of the board of governors is Julia Millard.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors held meetings with the executive headteacher, deputy headteacher, the governors and a representative of the local authority.

The school uses one unregistered alternative provision.

The inspectors confirmed the following information about the school:

The school is in a federation with Langley Moor Nursery School.

The school and the nursery share an executive headteacher and a board of governors.

Executive Headteacher: Charlotte Ferguson

Lead inspector:
Jessica McKay, His Majesty's Inspector

Team inspectors:
Rowena Sykes, Ofsted Inspector
Marcus Newing, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 23 June 2026

School and pupil context

Total pupils

194
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

19.07%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.55%
Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.28%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	61%	Above
2024/25 (final)	77%	62%	Above
2023/24 (final)	75%	61%	Above
2022/23 (final)	72%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	74%	Above
2024/25 (final)	90%	75%	Above
2023/24 (final)	82%	74%	Above
2022/23 (final)	79%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	72%	Above
2024/25 (final)	80%	72%	Above
2023/24 (final)	82%	72%	Above
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	73%	Above
2024/25 (final)	87%	74%	Above
2023/24 (final)	86%	73%	Above
2022/23 (final)	83%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	46%	Close to average
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	57%	46%	Close to average
2022/23 (final)	63%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	71%	62%	Close to average
2022/23 (final)	75%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	59%	Close to average
2024/25 (final)	S	59%	S
2023/24 (final)	71%	58%	Above
2022/23 (final)	63%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	60%	Close to average
2024/25 (final)	S	61%	S
2023/24 (final)	71%	59%	Above
2022/23 (final)	75%	59%	Above

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	68%	-18 pp
2024/25 (final)	S	69%	S
2023/24 (final)	57%	67%	-10 pp
2022/23 (final)	63%	66%	-4 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	80%	-7 pp
2024/25 (final)	S	81%	S
2023/24 (final)	71%	80%	-8 pp
2022/23 (final)	75%	78%	-3 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	78%	-22 pp
2024/25 (final)	S	78%	S
2023/24 (final)	71%	78%	-6 pp
2022/23 (final)	63%	77%	-15 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	80%	-19 pp
2024/25 (final)	S	81%	S
2023/24 (final)	71%	79%	-8 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	75%	79%	-4 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.6%	5.2%	Below
2023/24 (3 term)	3.9%	5.5%	Below
2022/23 (3 term)	5.0%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.4%	13.0%	Below
2023/24 (3 term)	6.5%	14.6%	Below
2022/23 (3 term)	12.4%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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