



# Langley Mill Junior School

## Inspection Report

**Unique Reference Number** 112558  
**Local Authority** DERBYSHIRE  
**Inspection number** 289328  
**Inspection dates** 11–12 September 2006  
**Reporting inspector** Patricia Cox

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Junior	<b>School address</b>	Bailey Brook Crescent Langley Mill, Langley Mill Nottingham, Nottinghamshire NG16 4FZ
<b>School category</b>	Community	<b>Telephone number</b>	01773712694
<b>Age range of pupils</b>	7–11	<b>Fax number</b>	01773712694
<b>Gender of pupils</b>	Mixed	<b>Chair</b>	Mr John Carnell
<b>Number on roll (school)</b>	281	<b>Headteacher</b>	Mr P Clayton
<b>Appropriate authority</b>	The governing body		
<b>Date of previous school inspection</b>	17 September 2001		

<b>Age group</b> 7–11	<b>Inspection dates</b> 11–12 September 2006	<b>Inspection number</b> 289328
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The pupils in this large junior school are almost all of White British origin and all speak English as their first language. The proportion of pupils entitled to free school meals is similar to the national average, as is the overall proportion with learning difficulties or disabilities. The school has a resource centre for pupils with hearing impairment and the proportion with statements of special educational needs is above average. Pupils come from a range of home circumstances, but many come from disadvantaged backgrounds. Overall, their attainment on entry to the school is similar to the national average. There are 10% more girls than boys in the school.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school. The pupils' progress is inadequate overall and inconsistent through the school. It is better in Years 5 and 6, but this is insufficient to make up for slower progress made by most pupils earlier. Standards have been below the national average and often well below over recent years, particularly in mathematics and science. The pupils who took the Year 6 tests in 2005 made very poor progress from Year 2. The boys' achievement has been much better than the girls'. The 2006 results were better, particularly in writing. However, while achievement was adequate in writing, it was weaker in reading and remained unsatisfactory in mathematics and science. The pupils' slow progress is a consequence of teaching that is inadequate overall, although it has some strengths. Some teaching is lively and imaginative, but much lacks pace and spark. Expectations of what the pupils can achieve are often too low, and therefore the work they are given is too easy. The teachers keep a detailed record of how well the pupils do during the topics they teach but do not use these assessments well enough to match future tasks to the pupils' abilities. Nevertheless, the pupils with learning difficulties make satisfactory progress because the teaching assistants support them soundly, and those with hearing impairments do well because they receive expert support. The curriculum is satisfactory, although the teaching time is an hour short of the recommended weekly time. There are satisfactory arrangements for improving pupils' personal, health and social development. The pupils' behaviour is satisfactory and often good in lessons. The school has worked hard to improve behaviour, although some pupils are still rather boisterous in the playground. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. However, pupils do not have enough opportunity to develop their understanding of Britain as a multicultural society. They mostly enjoy being at school, although some say they find the work rather dull and easy. Pupils are often passive in class and do not take enough responsibility for their own learning, relying too much on adults, because they have not developed their self-confidence and teamwork skills adequately. Their attendance is well below average and not enough has been done to improve it since the last inspection. This has a demonstrable impact on the attainment of some pupils. Some attempts have been made to ensure that the pupils have a healthy lifestyle, but they do not take the initiative to make healthy choices of food for themselves. The school's shortcomings are due to inadequate leadership and management, which have not ensured that there has been enough progress since the school was last inspected. Arrangements for child protection are satisfactory and pupils feel safe and secure. However, strategies for care, guidance and support are inadequate overall for a number of reasons. The school has not complied with the requirement to have a fire risk assessment and there is insufficient evidence that health and safety checks have been carried out regularly, or that all risk assessments have been completed. There are systems to measure the pupils' progress

and to identify those who require further support and to group them in lessons. However, the school does not have an accurate view of its own effectiveness because this information is not used adequately to identify why there are weaknesses in progress and to tackle these rigorously. Some observation of teaching is carried out but evaluations are not robust enough and therefore teachers have not been given the advice they need to improve their practice. Senior managers do not provide sufficient drive or purpose and the newly-formed leadership team is at an early stage of development. Many subject leaders carry out their work with enthusiasm but this work is not coordinated well enough because strategic planning for improvement is poor. The school gives unsatisfactory value for money.

### **What the school should do to improve further**

- Improve the leadership and management so that there is an energetic drive for raising standards, rigorous monitoring of provision and focused strategic planning that tackles all weaknesses rapidly.
- Raise standards, particularly for the girls, in reading, mathematics and science by improving teaching, the use of assessment, raising expectations of what pupils can achieve, and ensuring that teaching time meets the recommended requirement.
- Take stringent measures to improve pupils' attendance.
- Develop the pupils' independent learning and involve them in their lessons.
- Ensure that the school takes account of all statutory requirements for health and safety.

## **Achievement and standards**

### **Grade: 4**

Standards are too low and the pupils do not achieve well enough; this has been a trend over recent years. Girls make significantly less progress than boys. More able pupils and those with learning difficulties or disabilities make relatively better progress than others, and their achievement is satisfactory. Progress is unsatisfactory in a significant minority of lessons because work is not matched well enough to pupils' needs. Standards had risen gradually from 2001 but there was a sharp fall in 2005. In the results of the Year 6 2005 national tests, standards fell to below average in English and exceptionally low in mathematics and science; progress in all three was very poor when compared to the national picture. Although standards in English, mathematics and science rose again in 2006, they remained below the national average and the pupils had made too little progress since they took the Year 2 tests.

## **Personal development and well-being**

### **Grade: 3**

Personal development and well-being are satisfactory, although some pupils are passive and are not encouraged to take the initiative. They are well-behaved and mostly quiet in class but tend to lose concentration quickly. They need much encouragement to do tasks and activities set as homework. However, when the teaching is good, they come alive and respond with enthusiasm. They move around the school sensibly. Outside, there are not enough activities to engage their interest and some pupils resort to

rough play. The level of exclusion is high. The school has not focused enough on improving the pupils' attendance. It does not extend their awareness of the world community and multicultural issues sufficiently. Most pupils get on well together and some older pupils have opportunities to contribute to their community through the school council, tuck shop and by becoming peer mediators. The school council is beginning to encourage others to adopt healthy lifestyle choices but many pupils still do not choose to eat healthily.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The quality of teaching and learning are inadequate but there is some good teaching in the school, which involves pupils and gets their full attention. This happens when the methods used are lively and the teacher introduces an element of fun, so that the pupils are enthusiastic and concentrate well. Teachers cope well with the awkward accommodation: some classrooms are only accessible through others and therefore some lessons are interrupted by classes moving through them. However, expectations are mainly too low and the growing bank of assessments is not used well enough to build on pupils' knowledge and skills. On some occasions, teachers adapt their lessons in the light of the pupils' learning but there is a general lack of awareness of how well different groups are doing in lessons. There is a lack of pace and excitement in many lessons and some activities are undemanding. Teachers are beginning to use more varied questioning but generally do not use techniques that would promote thinking, assess progress or involve all pupils rather than accepting answers from the few who volunteer.

### **Curriculum and other activities**

#### **Grade: 3**

The school day is organised to make efficient use of the time available, but because teaching time is shorter than that recommended, time is squeezed for some subjects. There have been recent initiatives in Year 5 to organise the curriculum more imaginatively but it is too early to see any impact. There are adequate opportunities to work with and contribute to the community but few school clubs, which restricts pupil's social development. There is a suitable personal and social programme that pays appropriate attention to sex and drugs education. The curriculum is adequately enlivened by some days that focus on an individual subject and by visits and visitors.

### **Care, guidance and support**

#### **Grade: 4**

Staff are concerned and committed to ensuring the health, safety and protection of pupils but school systems and structures are not robust enough. Pupils say bullying is now rare and they have more confidence in the measures for dealing with problems.

Nevertheless bullying and bad behaviour remains a concern for some parents. Teachers develop an understanding of pupil's pastoral needs but they do not always respond consistently if difficulties arise. Some risk assessments are carried out such as health and safety surveys but there is insufficient evidence that these are done regularly and robustly. Marking is often inadequate and does not support assessment.

## **Leadership and management**

### **Grade: 4**

The school has recently started to tackle some of its weaknesses with support from the local authority. Action has included the introduction of an assessment system that allows the school to track pupils' progress more rigorously. However, the senior managers do not yet use this performance data effectively to monitor how well the school is doing. They have been slow to adopt recent initiatives, for example, the focus on developing the pupils' ability to take responsibility and to become informed citizens. Other initiatives have been adopted in a superficial way. Although pupils receive effective help once they have underperformed in tests, insufficient priority has been given to improving the quality of teaching in order to prevent the underachievement. Expectations of pupils' achievement are too low and there is a tendency for the school to suggest that this is beyond their control. While parents are mainly positive about the school, they are not consulted well enough. Governors are adequately informed and understand many of the school's strengths and weaknesses. However, governance is inadequate because they tend to rely too heavily on the headteacher and have not ensured that the school meets all statutory requirements.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	4
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	4
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	4

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

13 September 2006 Dear Pupils Langley Mill Junior School, Bailey Brook Crescent, Langley Mill, Nottingham, NG16 4FZ We enjoyed our visit to your school recently and want to thank you for the way you helped us while we were there. We had some interesting discussions with some of you. I want to tell you what we found out about your school and what you can do to help to make things better. We think the school doesn't do enough to help you to do your best and so you don't learn as much as you could, especially in reading, mathematics and science. We agree that your teachers are nice to you but some of you were right when you said that the work is often too easy and not exciting enough. If you have problems with your work, the school helps you to learn, but you don't get enough time in class so you're missing out on some subjects. Most of you behave well in class but we think that some of you are too rough in the playground and could help by thinking more about other children. You seem to enjoy being at school and seeing your friends but most of you don't take part in class. You sit and wait for other children to answer the questions and some of you lose attention quickly. So you could help yourselves to do better by joining in and concentrating, getting on with your work faster and doing things for yourself rather than relying on adults. You could make sure that you do your homework regularly. Many of you need to come to school every day and on time because you're missing a lot of work that you can't catch up. The school is serving healthy lunches but when you bring packed lunches from home you could try to make healthier choices. We are sure that you can do very much better and think that the school needs to work to make sure that you do. Our best wishes for the future Mrs Pat Cox Lead Inspector