



Langold Dyscarr Community School

Inspection Report

Unique Reference Number 132814
Local Authority NOTTINGHAMSHIRE
Inspection number 294032
Inspection dates 17–18 January 2007
Reporting inspector Martin Newell

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

Type of school	Primary	School address	School Road
School category	Community		Langold, Langold
Age range of pupils	3–11		Worksop, Nottinghamshire S81 9PX
Gender of pupils	Mixed	Telephone number	01909 730396
Number on roll (school)	208	Fax number	01909 730394
Appropriate authority	The governing body	Chair	Mrs J Greaves
		Headteacher	Mrs C Marsden (Acting)
Date of previous school inspection	3 June 2003		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized primary school serving the Langold community near Worksop. The proportion of pupils eligible for free school meals is a little above the national average. The percentage of pupils with learning difficulties and disabilities is above the national average. The percentage of pupils with a statement of special educational need is below that found nationally. Almost all pupils are from White British backgrounds and, of the small number of pupils from minority ethnic backgrounds, none are at an early stage of acquiring English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that provides satisfactory value for money. Inspectors agree with the school's own judgement of its overall effectiveness. The school's track record on tackling weaknesses indicates that it has a satisfactory capacity to improve further.

Pupils' attainment when they start school is well below average. They make satisfactory progress in the Foundation Stage. Although standards in English are below average overall when pupils leave school, pupils' investigative and problem-solving skills are well below average and in need of further development. As a result, standards are well below average by Year 6. Progress and achievement are satisfactory overall but are not consistent across the school. This is because teaching is not always exciting and challenging enough to enthuse and motivate pupils. Where these features are present pupils are only too willing to learn, rise to the challenges set and make big strides in their learning. The procedures for assessing and tracking how well pupils are doing are much improved but the school does not consistently use the information well enough to set challenging targets, to match work to pupils' individual needs or to give clear pointers to pupils as to how they could do better.

Pupils' personal development is satisfactory and, although most pupils behave well, they are not always ready to take initiative and responsibility for their own learning. The school has put much effort into promoting good attendance but there remain a number of pupils who do not attend regularly. The curriculum meets the needs of learners in a satisfactory manner, provides an appropriate array of enrichment activities and promotes the importance of healthy lifestyles effectively. Pupils are cared for well and the pastoral support for pupils is a strong feature of the life of the school.

Leadership and management, including governance, are currently satisfactory overall. The acting headteacher has proved successful in building a stronger sense of team spirit and a good awareness of precisely what is needed to raise standards. Initiatives introduced in English have seen pupils' achievement improve significantly. However, the school is under no illusions. There is still work to be done if standards are to rise in mathematics and science. Although teaching is satisfactory, the senior management team is now monitoring teaching and learning in an effective manner. Over time, this has not been the case and weaknesses have not always been tackled in a robust way. Whilst the governing body is supportive of and involved in the life of the school, not all governors play an active enough role in evaluating the effectiveness of the school.

What the school should do to improve further

- Increase the incidence of good and better teaching by ensuring it is consistently challenging and vibrant, and meets the needs of individual learners.
- Improve pupils' problem-solving and investigative skills in mathematics and science.
- Ensure assessment information and the marking of pupils' work are consistently used as effective tools to help all pupils make better progress.

- Ensure that leadership, at all levels, robustly monitors the performance of the school and continues its drive to improve attendance.

Achievement and standards

Grade: 3

When children start at the school, standards are well below average. Although they make satisfactory progress in the Foundation Stage, standards remain low by the end of the reception year. Standards by the end of Year 2 have been on a gradual upward trend over the last three years. However, these are currently below the national average in English, mathematics and science, although pupils' investigative skills in mathematics and science are low. Pupils make satisfactory progress in Years 1 and 2 and at times progress in Year 2 is good because of good quality teaching. Standards by the end of Year 6 remain well below average and pupils' investigative and problem-solving skills in mathematics and science are particularly so.

The picture regarding pupils' progress between Years 3 to 6 is more complex. In 2005, national data showed the progress made by pupils was in the lowest 5% of schools nationally. This picture improved significantly in 2006, and progress overall was satisfactory. Inspection findings confirm that pupils of all abilities make satisfactory strides in their learning apart from in one year group where pupils do not always make the progress of which they are capable. Conversely pupils' progress accelerates in Year 6 when teaching is good. This is because of well planned intervention and support strategies that enhance pupils' learning.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. The school is an orderly environment where pupils feel safe and secure. Relationships between pupils and adults are good and this helps them to grow in self-esteem and confidence. Although some pupils have low levels of concentration, most behave well in lessons and around the school. When teaching is vibrant and exciting, pupils enjoy learning and are confident. However, older pupils have not yet developed sufficient skills as independent learners. Despite the concerted and continuous efforts of the school, attendance is below the national average. Pupils are sensitive to the needs of others but their knowledge of other faiths and cultures is patchy. Pupils understand the importance of healthy lifestyles and show this in the choices they make in sports and through their 'Healthy Schools' work. Older pupils make a positive contribution to school life and participate in a range of responsibilities such as reading buddies, sports technicians and lunchtime receptionists. However participation in community events is more limited. Pupils are developing a satisfactory range of skills and qualities to help them in later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. In many lessons pupils are managed well and strong relationships between adults and pupils are a consistent feature. Adults work hard at building up pupils' confidence and teaching assistants add much to the quality of pupils' learning. There are occasions when teaching, particularly but not exclusively, for the older pupils, lacks pace and challenge. Sometimes too much teacher talk prevents pupils developing as active and enthusiastic learners. Teaching in the school is far more effective when it is lively, captures the interest of all pupils, promotes a love of learning and encourages pupils to make an effective contribution. Assessment is satisfactory. The acting headteacher has introduced good quality procedures for assessing and tracking pupils' progress but not all teachers are using the information to guide their planning or to match work to the abilities of pupils. Whilst there are some good examples of marking of pupils' work, some marking, in a particular year group, is at times cursory, untidy and gives pupils little or no clue as to what they need to do to improve.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum. This has recently improved with the development of computer resources and better quality activities for design technology. However, insufficient opportunities are consistently provided for pupils to develop their investigative and problem-solving skills in mathematics and science. Teachers are now working more closely as a team to plan a curriculum which focuses satisfactorily on the needs and interests of all groups of pupils, including those with learning difficulties and disabilities. However, at times, work planned for the more able pupils is not always challenging enough. Learning activities for children in the Foundation Stage are well planned to stimulate learning and provide them with a sound start to their education. Pupils benefit from a broad range of enrichment activities including sports, drama productions and visits and visitors which broaden pupils' experiences as well as adding to the school's commitment to encourage healthy and safe lifestyles.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory. Pupils are well cared for in school because the staff know them well and are alert to their individual needs and backgrounds. Any incidence of bullying is dealt with promptly by the headteacher and staff. The school works closely with a range of outside agencies to ensure that pupils who need extra help receive the necessary support. Arrangements for safeguarding pupils are securely in place and understood and followed by all staff. Although there are good procedures to measure pupils' progress in key subjects these are not yet

consistently followed in all classes. In addition, the information is not always used effectively to set sufficiently challenging individual targets or to make clear to pupils how well they are doing or what they need to do to improve further.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Despite only being in post a short time, the acting headteacher has accurately identified the areas that the school needs to tackle and is leading the senior management team well in starting to address them. However, there is still work to be done to ensure that their work has a greater impact on improving standards, achievement and the quality of teaching and learning. Under her leadership, staff morale has improved and there is a stronger sense of team spirit. The capacity for further improvement is evident and this is demonstrated by the way that the initiatives introduced to improve standards in English have paid off. It is further reflected in the valued added score from Year 2 to Year 6 which has moved from significantly below average to significantly above average. There is recognition that mathematics and science must now be tackled with the same rigour. Governance is satisfactory. Governors are committed to the school and supportive of its work, but some governors do not play a sufficiently robust role in evaluating the work and performance of the school.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
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	2
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	3

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

19 January 2007

Dear Children,

Langold Dyscarr Community Primary School, School Road, Langold, Worksop, Nottinghamshire, S81 9PX

You may remember that we recently visited your school and this letter is to tell you about what we found out about your school. We would like to thank all of you for making us welcome and for being so polite when you spoke to us. We had the chance to talk to many of you and it was pleasing to hear that you enjoy school, that bullying is not an issue and that there is always someone to talk to if you have any problems.

We found that the school offers a range of clubs, visitors and visits out of school that you enjoy and appreciate and which you think makes school more fun! The school works hard at making sure that you are cared for well, and helps you to keep fit and healthy. Many of you behave well and are keen to help one another and to carry out jobs and tasks when asked by members of staff. Mrs Marsden and the staff are keen to make the school an even better place for you to learn and we have made some suggestions as to how they can do this.

There are times when not all children in school do as well as they might and so we have asked the school to make sure that teaching always helps you to make good progress and to improve your problem-solving and investigative skills in mathematics and science. We have also asked the school to continue its efforts to make sure everybody attends school regularly, to ensure that you are always given pointers to improve your work and to check more carefully on how well you are doing so that you always achieve as well as you can.

Mrs Marsden, the staff and the governors want the school to get better and better. Having met you we are sure you will want to play your part by always behaving well and attending school regularly. We wish you every success for your future. It was a pleasure to meet you.

Yours sincerely

Martin Newell

Lead Inspector