

# Langley Mill CofE Infant School

## Inspection report

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<b>Unique Reference Number</b>	112827
<b>Local Authority</b>	DERBYSHIRE LA
<b>Inspection number</b>	311020
<b>Inspection dates</b>	10–11 September 2007
<b>Reporting inspector</b>	Joanne Harvey

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

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<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	92
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Hayley Marriott
<b>Headteacher</b>	Mrs Julie Butler
<b>Date of previous school inspection</b>	24 May 2004
<b>School address</b>	Sedgwick Street Langley Mill Nottingham NG16 4DT
<b>Telephone number</b>	01773 713429
<b>Fax number</b>	01773 713429

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school is smaller than average and most pupils live locally. Pupils come from a range of backgrounds, but indicators suggest many may be socially and economically disadvantaged. More than usual are entitled to claim free school meals. Almost all pupils are White British and there are currently very few pupils from minority ethnic backgrounds. Above average numbers have learning difficulties and/or disabilities. The school holds an Anti-Bullying Award, a Health Promoting Schools Award and a Basic Skills Quality Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school providing good value for money. While it has some areas for development, it also has a number of strong features. Considerable improvements have been made since the previous inspection and this success is largely due to the determination of able senior leaders supported by an effective and hardworking staff team. The school vision is proudly and prominently displayed for all to read from the bottom of the school drive. On stepping inside the building, it is clear that everyone works together to ensure that whatever is done results in a 'smile' for pupils so that each individual enjoys 'success, motivation, individuality, laughter, enjoyment, surprise!'

Pupils receive good care and guidance. Pastoral care is a particular strength. Consequently, pupils make very good progress in their personal development, which, by the time they leave, is good and sometimes better. Pupils' behaviour in school is outstanding. Their absolute enjoyment of school life is in no doubt. Attendance has improved considerably and is now satisfactory because of the highly effective measures put in place to win pupils' and parents' cooperation. Pupils are proud to take on jobs to help in school and to help others by raising considerable sums of money for charity. Involvement with the church community contributes greatly to their enjoyment and good social, spiritual and moral development.

Achievement is good. The school's approach to developing the whole child is central to this success as most pupils start school with low levels of skills, often exceptionally low in literacy and numeracy. Standards are still below average when pupils leave the Foundation Stage and enter Year 1, but they make good progress in developing vital skills which mean they are ready to learn. Pupils continue to achieve well throughout Years 1 and 2 and most have caught up with others of the same age by the time they leave the school. The more able often do even better. Good teaching, based on extremely positive relationships and a good, enriched curriculum, ensure that pupils are keen to learn and make good progress. A great deal has been done to improve the Foundation Stage, although the quality of the curriculum provided outdoors does not match the good indoor provision found in Nursery and Reception.

Leadership and management are good. Leaders know the school well because they have introduced more robust systems for checking how well it is doing. Leadership is successfully shared and new leaders are beginning to see the impact of their work on school improvement. Links with parents are increasingly successful because the partnership is valued and encouraged. It is no surprise that most parents love the school. The comment of one summed up the view expressed by many with the words, 'All my children have attended Langley Mill Infant School. It is a wonderful school and the teachers are fantastic.' Others say they value the school's Christian ethos. Governors are new to their role. Whilst they are supportive, they are not yet providing a sufficient level of challenge. The school's past success, coupled with a determination to do even better, demonstrates that there is good potential for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children settle quickly into the happy and stimulating environment of the Nursery and make good progress. This good work continues in the Reception class. From the beginning, each child is made to feel valued, secure, confident and ready to learn. Pupils enter with low and, often, very low levels of skills but thrive and make good progress because appropriate

individualised learning programmes, based on careful assessment, are well delivered by class teachers and teaching assistants. Positive partnerships are promoted with parents and other agencies in the interests of the children. School leaders and staff have worked successfully to improve provision since the previous inspection. Teaching and the curriculum are now good. However, the quality of the experience of the six areas of learning offered to the children outdoors does not yet match that which they enjoy inside.

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

- Improve the quality of the outdoor curriculum in the Foundation Stage to match that which pupils enjoy inside the classrooms.
- Develop the role of the governing body to ensure that they offer challenge as well as support to the school, ensuring that they can play their full part in raising standards and achievement.

## **Achievement and standards**

### **Grade: 2**

Pupils start school with low levels of attainment, particularly in their communication skills and their understanding of number. Good provision in the Foundation Stage ensures that they progress well, but they have so much catching up to do that standards are still below average when they enter Year 1. Standards at the end of Year 2 have been consistently at least average and sometimes above average in recent years. This represents good progress for these pupils from their low starting points. Careful tracking indicates that pupils are currently on target to reach above average standards, and that the steps taken to raise boys' performance are working well. Some pupils progress particularly well, often reaching high, and sometimes exceptionally high standards. Pupils with learning difficulties or disabilities are well supported to make good progress.

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

### **Grade: 2**

Pupils leave visitors in no doubt about how much they enjoy school. As a result, they develop very positive attitudes to learning and work hard. Their behaviour in and around classrooms is outstanding, and in the playground it is mostly so. Their spiritual, moral and social development is good. A programme of assemblies with a multicultural theme and memorable international days ensures that their understanding of different cultures is now a strength. Pupils show that they have been taught successfully how to make healthy and safe choices. They enjoy raising money for charities and helping around school through the school council and the 'job squad'.

Opportunities are occasionally lost to encourage even greater independence, initiative and enterprise. The school has worked hard to improve attendance, which is now satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers promote excellent relationships with pupils. Through their consistent and positive approach, they ensure outstanding behaviour and very positive attitudes to learning. They have a good understanding of and cater well for the different ways that pupils learn. Many practical activities engage all pupils, and impact well on boys' progress. Able teaching assistants work with teachers to ensure that all pupils do well whatever their special need or talent. Opportunities

are occasionally lost to further develop pupils' independent learning skills. Planning and assessment have greatly improved since the previous inspection and are now used well to provide pupils with work which is matched to their needs. Work to promote improved thinking, speaking and listening skills is proving effective. Helpful materials have recently been introduced which aim to use assessment more effectively to support learning, but it is too soon to measure their impact.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum has much improved since the previous inspection. This includes the Foundation Stage, in spite of the inconsistencies between indoor and outdoor provision. It is well enriched by theme days and activity weeks which include international days and art days as well as anti-bullying weeks which excite pupils and provide lasting memories. A carefully constructed special curriculum for gifted and talented pupils is impressive. Active and practical activities, such as 'excite to write', really engage pupils. These have particularly helped to improve boys' progress. A good quality personal and social education programme ensures that pupils make increasingly safe and healthy lifestyle choices. Pupils enjoy a range of extra-curricular activities in sport and the arts. The school is beginning to adopt a more creative approach to how subjects are taught and how pupils' work is presented to best effect.

## **Care, guidance and support**

### **Grade: 2**

Adults are consistent in their approach to ensuring the highest levels of pastoral care. As a result, the considerable barriers to learning faced by many pupils are successfully reduced, for example, the effective steps taken to improve attendance. Pupils are confident that they are in a happy and nurturing place where learning is fun. A high priority is given to the emotional development of pupils who flourish in nurture groups, 'magic' and 'rainbow' rooms. Pupils receive good support throughout school from able teaching assistants who ensure that they make good progress.

Procedures to ensure academic guidance are much improved through the introduction of effective systems for marking, assessment, monitoring and target setting. Pupils are beginning to have more involvement in the assessment of their own work. Procedures to ensure health, safety and welfare meet government requirements.

## **Leadership and management**

### **Grade: 2**

Leaders and managers of the school have been effective in securing school improvement and ensuring that issues from the previous inspection have been addressed successfully. The vision for the school is proudly displayed and made a reality. Openness and accountability are strong features of school life where teamwork is paramount. There is a determination to share leadership as widely as possible, but it is too early to measure the impact of some of the newer curriculum leaders' work. Systems for monitoring and assessment now have a sharper focus. The leadership team has a clear picture of the school's strengths and weaknesses and ensures challenging targets are set and achieved. The leadership and management of provision for pupils with learning difficulties or disabilities are particularly effective and reflect the school's strong

commitment to inclusion and equal opportunities. School leaders promote effective partnerships with outside bodies, the staff, parents and the local community. Governors are enthusiastic and supportive but do not yet challenge managers enough.

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## Annex A

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

12 September 2007

Dear Pupils

Inspection of Langley Mill CofE Infant School, Langley Mill, Nottingham, NG16 4DT

I was pleased to meet you and all the staff and very much enjoyed the time I spent with you. Thank you for making me feel so welcome, talking to me and helping me to find out so much about you and your school.

I think you are lucky to go to such a good school where all the grown-ups do their very best for you. They look after you and care for you well. Your teachers and teaching assistants make learning interesting and enjoyable and they work hard to help you make good progress in lessons. The excellent behaviour of most of you in class, around school and in the playground, really helps you to learn well too. It is clear that you are happy at school. Your teachers and your friends help you to feel important and safe there. By the time you leave the school, most of you do as well as pupils in most other schools and some of you do even better.

The school is very keen to find ways to help you do as well as you possibly can. Although you already make good progress, I think you could do even better. I would like to see that the governors play even more of a part in checking on the work of the school. I would also like to see that the leaders of the school do everything they can to make sure that, in the Nursery and the Reception classes, you can learn as well outdoors as you do indoors.

I know that you have said goodbye to Mrs Butler, your headteacher, as she is setting off to live in Canada. She is very proud of you all. I am sure that your new headteacher, Miss Scrivens, and all the other staff will continue to do everything they can to help you. You can play your part by continuing to behave very well, working really hard and making sure you attend every school day.

I would like to wish you the very best for the future.

Joanne Harvey

Lead Inspector