

# Langley Mill Junior School

## Inspection report

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<b>Unique Reference Number</b>	112558
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	322223
<b>Inspection dates</b>	25–26 June 2008
<b>Reporting inspector</b>	Jane Melbourne HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	258
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Carnell
<b>Headteacher</b>	Mrs Linda Burgess
<b>Date of previous school inspection</b>	11 September 2006
<b>School address</b>	Bailey Brook Crescent Langley Mill Nottingham NG16 4FZ
<b>Telephone number</b>	01773 712694
<b>Fax number</b>	01773 712694

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

The school is an average sized junior school in the Langley Mill district of Nottingham although it comes under the Derbyshire local authority. It has eight classrooms; two for each year group. There are few pupils from minority ethnic backgrounds or who speak English as an additional language. The school has a unit for hearing impaired pupils on site, of which there are currently two attending. Attainment on entry is around the national average. The proportion of pupils with learning difficulties and disabilities (LDD) and those who are eligible for free school meals is higher than national averages.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with Section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that the school no longer requires special measures. The school now provides a satisfactory education for its pupils. It has some good features. Issues arising from the last inspection have been tackled well and the school has made satisfactory progress towards these. The leadership of the relatively new headteacher is good and she has been instrumental in bringing about many positive changes. Both management of the school and permanency of the teaching staff are now stabilised. Although standards are around average for English and science in Year 6, given their starting points, pupils' progress and achievement are satisfactory. All pupils make good progress in their personal development. The school gives effective support to vulnerable pupils and those with learning difficulties and disabilities. It recognises it has still more work to do with the more able pupils, who are not always given work that challenges their thinking enough. Pupils' behaviour is consistently good and there is an aura of calmness around the school, indicative of pupils enjoying their education and wanting to learn and get better. Good relationships exist throughout the school.

The school accurately evaluates its effectiveness and has successfully brought about change in some areas. The pace of improvement has been rapid since the last monitoring visit and under the new leadership and management structure. New approaches to teaching are making a difference and inadequate teaching has been eradicated across the school. Teaching throughout the school is now satisfactory overall with examples of good practice. However, the percentage of good lessons is still not sufficient to have successfully raised end-of-year standards in mathematics or dramatically improve the curriculum. Although the school now has clearly defined roles and responsibilities for subject leaders, for many, this work is in its infancy. Work done in core subjects has made a difference, but there is still more to be done to raise standards in information and communication technology (ICT) and the foundation subjects. Many of the recently introduced initiatives such as Tai Chi for Year 5 pupils, 'Big Write' sessions across every year group, pupils adopting specific roles and responsibilities and staff training and development has brought about whole-school improvement. The governors fulfil their roles satisfactorily. They are beginning to take a more active role in monitoring, particularly with regard to raising standards, and are more involved in the life of the school, including contributing to the school's vision and self-evaluation. The school is providing satisfactory value for money and has a good capacity to improve in the future.

### What the school should do to improve further

- Ensure that the quality of teaching and learning is consistently good
- Improve achievement and standards in mathematics across the school
- Further develop the roles of the curriculum co-ordinators to ensure that all subjects, including foundation subjects, are effectively led and managed
- Further develop the monitoring roles of the governors in school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Rigorous tracking of pupils' progress and successful actions to tackle underachievement has seen progress accelerate of late and standards rise. Pupils' achievement, including that of pupils who need extra help in learning to read, write and count, is now satisfactory and standards are broadly average. The high profile given to reading and a recent strengthening of methods to teach writing are paying dividends. For example, notable improvements have been made in pupils' presentation in the 'Big Write' books. Pupils increasingly write with purpose and careful thought. Standards in reading, writing and science are average in Year 6, with data showing that pupils here are achieving well. However, the legacy of past underachievement means that standards in some other year groups, especially Years 4 and 5, are still below average. Some remaining inconsistencies in the quality of teaching and learning across Years 3 and 4 means that progress is not as marked as elsewhere in the school. In contrast to English and science, standards in mathematics remain below average and achievement still lags behind other subjects. This is because work is not well-enough matched to pupils' differing abilities, especially higher attainers, and too little attention is given to problem solving.

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

### **Grade: 2**

This is a calm and happy school. Spiritual, moral, social and cultural development is good because there is a firm focus on personal, social and health education, including the early morning Tai Chi for Year 5. Pupils know how to keep themselves healthy, often demonstrating this through the choices they make for healthy food and participation in sports. Those with hearing difficulties are fully integrated and other pupils help them to take part in the full range of activities. Behaviour is good and pupils understand teachers' high expectations during lessons and as they move around the school. Pupils feel safe in school. They speak confidently about the school's anti-bullying club and know that adults are readily available to help them when required. Most pupils enjoy their education and work hard during lessons. Sometimes pupils become restless when teaching does not fully engage them. Attendance is satisfactory and has improved due to more rigorous procedures for following up absence and pupils' greater enjoyment of school. Pupils make a good contribution to the community through the school council and responsibilities, such as mini leaders, in the playground. They are involved well in decisions related to the new building and improvements to the school environment. Pupils develop many of the interpersonal skills needed for the next stage of education. With the exception of mathematics and ICT, they are prepared satisfactorily with the necessary skills for the world of work beyond school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall, although there is some good teaching across the school, particularly in the upper school. Pupils settle to learning quickly, listen well to their teachers and are mostly interested in the lessons. They practise speaking or explain their ideas using 'talking partners', which is highly effective. The best lessons are well paced and teachers' expectations are well adapted to pupils' needs. In these lessons, teachers swiftly build on gaps

in pupils' knowledge and identify where there is need to repeat learning. In mathematics, staff do not always adapt their planning sufficiently using current assessment information. Working actively is a feature of the best lessons, although the learning element of some of the activities is not great enough. Some staff skilfully checks pupils' understanding and progress within each lesson against the learning objectives and targets. Pupils are not yet sufficiently assessing their own learning in all classes but their achievements are celebrated and they do share whether they have learnt well or found something difficult in a number of lessons. Planning is broadly tailored to meet the needs of all pupils, but in some lessons insufficient thought is given to the challenge provided for those who are ready to move on to harder work.

Pupils are now more certain of their targets which are regularly referred to. In some lessons, pupils receive advice about how to improve, for example through the careful marking of their work, but this is not yet consistent across the school. Resources, including the skills of support staff, are used effectively, but until now, this is mostly channelled towards low-attaining pupils and those with LDD. The higher attaining pupils are less well supported, although the school already has plans in place to address this.

## **Curriculum and other activities**

### **Grade: 3**

The school offers pupils a well-structured curriculum that successfully balances a priority on literacy and numeracy with other subjects. It has set about making the curriculum imaginative and engaging, but implementation is at an early stage. A greater emphasis on creative learning can be seen in how work on overarching themes, such as Keeping Healthy, encompasses practical science as well pupils composing their own healthy eating songs. Some subjects are better served by this approach than others. While there are growing examples of pupils honing their writing skills through subjects such as history, the development and use of mathematical and ICT skills are yet to be embedded within the wider curriculum. Pupils have access to a reasonable range of clubs, including some more unusual ones, such as learning to speak Japanese. However, pupils have few opportunities to go on trips to help further engage their learning and bring the curriculum to life. A strengthening of the curriculum for pupils' personal development is working well and has a positive impact on how well pupils behave and get on with each other. Sensitive provision for pupils with a hearing impairment gives them full access to the curriculum and helps the wider school community to develop a respect for disability and difference.

## **Care, guidance and support**

### **Grade: 2**

The school pays close attention to the safeguarding of pupils. The level of pastoral care and welfare is of a high standard. Pupils learn in a safe and happy environment where relationships are good. The staff know pupils well and pay good attention to developing their personal and social skills. The school is developing stronger relationships with parents and outside agencies to ensure that pupils who need extra help receive the necessary support. Transition arrangements have improved, so that pupils receive good support when they come into, or go out of, the school. Rigorous procedures are followed for child protection, assessing risk and for medical and emergency aid, with regular training for staff. The school's academic support and guidance for pupils has improved significantly. The tracking system enables staff to check upon and compare the progress of some specific groups, such as boys and girls, but this has yet to be extended to all groups and in particular those with learning difficulties and disabilities.

## Leadership and management

### Grade: 2

The school is ably led by a dedicated headteacher and senior leadership team who, collectively with other staff and governors have a shared vision for the school and are committed to its improvement. The senior and core subject leadership roles are coming together and systems are beginning to embed, which is making an impact on achievement overall and on sustainability over time. Governors have been wholly supportive and are beginning to take on more acknowledgement and ownership of their role in terms of monitoring and quality assurance. The school has mostly effectively addressed all of the points for improvement from the inspection when it was placed in a category of concern. It is beginning to address raising standards through the higher expectations of staff and pupils. The school now sets itself more challenging targets and accurately measures pupils' performance against these. Much monitoring has taken place in literacy and numeracy, and the school successfully identified areas for improvement, specifically in writing. It has found this more difficult in numeracy and therefore has been less successful in this area. The school has mostly evaluated itself accurately and has an appropriate improvement plan with sensible and achievable priorities for development. With its new leadership and direction, and its recent track record, the school now has a good capacity to improve.

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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?	3
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 capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
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?	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	2
The attendance of learners	3
The behaviour of learners	2
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?	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?	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	3
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

30 June 2008

Dear Pupils

Inspection of Langley Mill Junior School, Langley Mill, NG16 4FZ

It was a real pleasure to come back to your school again last week and see how well you are all getting on. We think you belong to an improving school. The school has made such good progress since our visits that there is no longer a need for us to make regular visits to your school. Mrs Burgess is leading the school well with the support of your teachers and other staff, who are all so dedicated. There are so many positive things taking place that we can understand why you all enjoy coming to Langley Mill Junior. For example, we saw how much Year 5 enjoy the Tai Chi and how everyone enjoys their 'Big Write' sessions, which are really helping you to improve your writing skills.

We were pleased to see that you are interested in your lessons and that you like most the activities planned for you. Your behaviour is good in class and around the rest of the school. We agree with you that Langley Mill Junior is a happy place to be. It was good to see you all being so helpful and supportive to one another. For those pupils who showed the inspectors around and those who met with us, a special thank you. However, we would like to thank all of you for being so helpful and willing to share your thoughts with us. This made an enormous contribution to the inspection.

We want your school to keep getting better, so we have asked staff to:

- Make sure that all of the lessons are good so that you always enjoy them
- Improve how well you all do in mathematics
- Make sure that you do as well as you can in all subjects

and we have asked the school governors to:

- Check up on everything even more than they do already.

We wish you all the very best and hope that you continue to improve in all areas. We also wish the Year 6 pupils a happy and successful time at their new school.

Yours sincerely

Jane Melbourne Her Majesty's Inspector