

# Heanor Langley Infant School

## Inspection report

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<b>Unique Reference Number</b>	112557
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	337965
<b>Inspection dates</b>	6–7 July 2010
<b>Reporting inspector</b>	Alison Cogher

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	168
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Martin Burke
<b>Headteacher</b>	Mrs Jackie Smith
<b>Date of previous school inspection</b>	22 February 2007
<b>School address</b>	Laceyfields Road Langley Heanor
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed seven teachers and visited 14 lessons. They held meetings with governors, staff and pupils and talked to parents and carers. They observed the school's work, and looked at pupils' work and their progress records, curriculum and school improvement planning documents, policies and information for parents and carers. The questionnaire responses of 53 parents and carers were analysed together with those completed by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the consistency of teaching and how well it supports pupils to make good progress
- the extent to which the creative curriculum promotes pupils' learning and enjoyment
- how well leaders and managers tackle school improvement
- whether governors both support and challenge the school.

## Information about the school

The overwhelming majority of pupils in this smaller than average school are of White British heritage and all pupils have English as their first language. The proportion of pupils eligible for free school meals is average as is the proportion with special educational needs and/or disabilities. There have been many staffing changes since the last inspection. The school's work has been recognised by its achievement of the Green Eco Flag award, and the Health Promoting School Silver Award for pupils' participation and partnership. A parent and toddler group meet at the school on Tuesday mornings.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils enjoy coming to school and most parents and carers are very satisfied with the quality of teaching and experiences provided for their children. Leaders and governors have a clear vision for school improvement that is informed by accurate self-evaluation. Improvement has been secured in pupils' learning through the development of a creative curriculum and the focused teaching of number facts in mathematics. Provision has also strengthened in the Early Years Foundation Stage since the last inspection. A good deal of information is provided for families and ways for parents and carers to engage with the school are similar to those found in other schools. Staff and governors are keen to improve current procedures so even more parents and carers are able to work constructively with the school to support their children's learning. The school is well placed to improve further.

Organisational changes that created three mixed Year 1 and 2 classes have improved learning opportunities for all pupils and assessment evidence indicates that pupils' progress is rising as a result. The majority of children start in the Nursery at lower than expected levels for their age. Aspects of their personal and physical development, together with their communication skills are often particularly low. Children make good progress in the nursery and reception classes to reach broadly average levels of attainment. They continue to make good progress and by the end of Year 2 attainment is above average. Pupils with special educational needs and/or disabilities make similarly good progress. Although attainment in writing and mathematics is above average it not as strong as it is in reading with fewer pupils reaching the higher levels. The attendance of most pupils is above average. However, the attendance of a few pupils is irregular, and this is slowing the progress these pupils make and holding down the school's overall attendance levels to average.

Pupils develop trusting and supportive relationships with adults and each other and behave well. Arrangements to keep pupils safe are robust, and pastoral care is of a consistently good quality. Pupils are taught strategies to help them to take care of themselves. For example, they confidently use the 'I message' which, without confrontation, allows them to tell another pupil that they want a situation to stop. If this action is not effective pupils are very clear about what they need to do to seek further support and guidance from an adult. Pupils are extremely keen to take on responsibilities in school and make an excellent contribution to the school community. As one of 'The Signposters', pupils represent others in the school in a way that mirrors our country's parliamentary democracy. Pupils thoroughly enjoy being active and make extremely well considered healthy eating choices. Pupils' spiritual, moral, social and cultural development is excellent. This is a consequence of the effective guidance and

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support adults provide that ensures pupils develop a strong personal moral and social code, and the broad curriculum opportunities provided including learning about life beyond their immediate locality.

Teaching is good overall but not consistent between classes. Resources, including information and communication technology (ICT) and the school's outdoor spaces, are used well by all teachers to motivate and enthuse pupils, and to make their learning an active and enjoyable experience. Teachers accurately assess pupils' work and use this information to guide their planning. The level of challenge for most pupils is appropriate but higher attaining pupils are not always sufficiently stretched to ensure they make the best possible progress in lessons. Teachers do not always clearly communicate to pupils what they are learning in lessons, or whether or not they have been successful by the end of a lesson. Targets for improvement are set for pupils but they are not consistently articulated to pupils who are often unclear about what they need to do to improve. Teaching assistants are deployed well and make a good contribution to pupils' learning in lessons.

## What does the school need to do to improve further?

- Raise attainment in writing and mathematics by:
  - ensuring assessment information is used to set challenging lesson objectives for higher attaining pupils
  - ensuring pupils know how well they have done at the end of a lesson and what they need to do next to improve their work.
- Find ways to help more parents and carers to work with the school to support their children's learning.
- Work with parents and carers to raise whole school attendance levels to above 95%.

## Outcomes for individuals and groups of pupils

**2**

Pupil achievement is good overall. There are no significant variations between groups of pupils although it is accepted that higher attaining pupils could be challenged to achieve more. The variety of learning experiences provided ensures pupils' interest and enthusiasm are maintained. Learning that is linked to real life makes it fun and provides a context for what are, at times, challenging concepts. For example, linking the size of African animals to learning about measuring accurately in metres both challenged and motivated pupils in Year 1 and 2. Pupils are well supported and encouraged and develop good levels of independence and self-esteem. They work well together and show good levels of collaboration, and respect for each others' views and ideas. They are well prepared for their future well-being because of their good key skills development, including ICT, their well developed personal skills and, for most pupils their regular attendance. Pupils say they feel safe at school and are clear about what they need to do if they need help. They are confident that if they have a worry there is an adult they could talk to and that they are treated fairly. Particularly strong elements of partnership

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work and the curriculum help secure pupils' outstanding contribution to the school and wider community and the exemplary way in which they seek to adopt a healthy lifestyle.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers have good subject knowledge and manage pupils well. Adults generally seize opportunities to develop pupils' speaking and listening skills and this supports their learning in all subjects. Teachers provide clear explanations of tasks, and through questioning help pupils to clarify their thinking and understanding. However, this practice is not consistently followed through to the end of lessons so pupils are unclear about how well they have done. Marking is regular but varies between classes, and does not always identify for pupils what they need to do next to improve.

Developing pupils' academic, as well as their personal skills has equal emphasis in curriculum planning and ensures they secure good and in some aspects outstanding outcomes. The school is an 'Enquiry School' as a consequence of its involvement in a creative partnership project. The difference this approach has made to pupils' learning in all subjects has been marked and has contributed significantly to pupils' good progress

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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despite the inconsistencies in teaching, especially those relating to use of assessment to support learning. This is because, as an Enquiry School, pupils are encouraged to contribute to the planning of their learning, to think, make links between objects and communicate their ideas. Pupils are helped to use all their senses to learn through active engagement with each other and their environment. Although in the relatively early stages of implementation this work has already made a positive impact on teaching, pupils' enjoyment of learning and the progress they make. Further support for pupils' learning is provided by a good range of enrichment activities including sport. Links made to other schools locally and globally support pupils' personal development and their understanding and appreciation of diversity very well.

Good procedures are in place to ensure that pupils move confidently between year groups and on to junior school. Systems to promote good attendance are robust but there is more to do to ensure all pupils attend regularly. Good quality care, guidance and support are provided for all pupils including those with special educational needs and/or disabilities. The school creates and successfully delivers individualised programmes of support to address pupils' individual learning or personal development needs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

An extended period of staff changes has been led and managed well. Staff are proud to be members of the school team and they are working together towards shared goals. Governors are well informed and provide a good level of support and challenge for the school. Staff, governors and pupils all contribute to monitoring the work of the school. Systems to extend this are widening so the views and ideas of parents and carers are also being sought and responded to. It is accepted that there is more to do to help the few parents and carers who express negative views about the school to feel better informed and involved so they can engage constructively with the school to support their children's learning.

Safeguarding procedures are thorough and consistently applied across all aspects of the school's work. The school's decision making procedures reflect a commitment to tackling discrimination of any sort and ensuring all pupils achieve as well as they can. The school team has secured improved accuracy and use of assessment to guide teaching and the development of a curriculum that is ensuring pupils are able to think for themselves and

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become independent motivated learners. The school is a cohesive community with some excellent elements related to the contribution made by pupils. Pupils' knowledge and understanding of global issues is developing well as a result of links made to a school in Uganda and the school's charity work. Strengths are also evident in the activities undertaken by pupils with local community groups. Close partnership work that includes sporting links and working with a wide range of outside agencies contribute significantly to pupils' personal and academic achievement at school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Effective induction procedures ensure children settle quickly and happily into the nursery and reception classes. They quickly develop trusting and caring relationships with adults and each other. Good teamwork and supportive leadership is ensuring provision is improving. Staff regularly assess children but there is scope to improve the consistency in which this information is gathered and the way it is used to define children's progress. Planning takes account of children's differing needs and the wide variety of activities support their learning well. Imaginative use of resources inside and outside help children to develop good levels of independence and an enthusiasm for learning. The school recognises that the time children in both classes have for free access to the outdoor area could be extended. Children confidently make decisions and choices. For example, when making African headbands a group of children in the reception class worked out how to make the band bigger by inserting an extra piece of card to lengthen it. Particularly good use is made of role-play areas to encourage children to develop their creativity, imagination and social and communication skills. For example, children in the



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nursery class made tickets and agreed how they would travel on their holiday whilst playing in the 'Langley Travel Agents'. In the reception class children acted out the story 'Animal Boogie' in the class puppet theatre. Other children watched, having bought make-believe tickets and popcorn before sitting down for the performance. Adult involvement in focused teaching activities and in children's play is well targeted to ensure children develop secure basic literacy and numeracy skills and good levels of confidence and self-esteem. Adults model speaking and listening well and seize opportunities to enrich and extend children's vocabulary and wider communication skills. Adults are vigilant in ensuring all children's welfare needs are met and that they are helped to develop good levels of social interaction. As a result children's behaviour is good. In both the nursery and reception classes children make good progress towards the early learning goals and are well prepared for their work in Year 1.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The inspection questionnaires reflect recent information gathered by the school through its own surveys of parents' and carers' views. Most are pleased with the provision made by the school and recognise the school's strengths in the way their children are helped to enjoy being at school, and to stay safe and lead healthy lifestyles. In other aspects of the school's work, although most are confident in the school's work a few expressed their concerns in areas related to communication and working with the school to support their child's learning. The inspection team agree with the school's own findings, and parents' and carers' views that the way the school and parents work together could be improved. A small minority also expressed concerns about the leadership of the school. The inspection team found no evidence to support these concerns.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heanor Langley Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 168 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	57	22	42	0	0	0	0
The school keeps my child safe	22	42	29	55	0	0	1	2
The school informs me about my child's progress	17	32	30	57	6	11	0	0
My child is making enough progress at this school	15	28	31	58	4	8	1	2
The teaching is good at this school	20	38	31	58	2	4	0	0
The school helps me to support my child's learning	15	28	33	62	5	9	0	0
The school helps my child to have a healthy lifestyle	21	40	32	60	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	34	32	60	2	4	0	0
The school meets my child's particular needs	16	30	32	60	4	8	0	0
The school deals effectively with unacceptable behaviour	16	30	26	49	6	11	3	6
The school takes account of my suggestions and concerns	11	21	34	64	7	13	0	0
The school is led and managed effectively	15	28	24	45	11	21	2	4
Overall, I am happy with my child's experience at this school	21	40	26	49	6	11	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 July 2010

Dear Pupils

Inspection of Heanor Langley Infant School, Heanor, DE75 7HJ

Thank you for making us feel so welcome when we visited your school. We really enjoyed talking to you, being in your lessons and seeing you learning and playing together so happily. Your school is giving you a good education and helping you to make good progress in your learning.

There were a lot of things we liked about your school and these are a few of them:

- your school is well led and managed and the adults really appreciate the excellent help you are giving them to make it even better
- you make exceptionally good choices that are helping you to lead a healthy lifestyle
- adults look after you well and help you to feel safe
- you have good relationships with each other and adults and you behave well
- you are well taught and your teachers provide you with lots of interesting opportunities to learn in different ways, and from others in and out of school
- you work hard and enjoy your learning
- you show that you care about each other and about people in your community and other countries.

There are a few things we have asked the school to make better:

- to help you all to reach the highest levels of attainment that you can, making sure that you all understand how well you have learned in your lessons, and what you need to do next to improve
- to make sure that your parents or carers work with the school as well as possible to help you with your learning
- to work with your parents or carers so that you are all at school as often as possible.

You can help by continuing to be very responsible and voicing your ideas about how to improve your school, by working hard and being supportive of each other.

Yours sincerely

Alison Cogher

Lead inspector

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