

Langold Dyscarr Community School

Inspection report

Unique Reference Number	132814
Local Authority	Nottinghamshire
Inspection number	341349
Inspection dates	4–5 May 2010
Reporting inspector	Sue Hall

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair	John Haddon
Headteacher	Angela Huthart
Date of previous school inspection	17 January 2007
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Introduction

This inspection was carried out by three additional inspectors who visited all seven classes, and observed fourteen lessons taught by nine teachers. The inspectors also held meetings with the headteacher, staff, pupils and members of the governing body. They observed the school's work, and looked at documentation including the tracking of pupils' progress, school development plans and records of meetings of the governing body. Samples of pupils' recent work and documents regarding safeguarding were evaluated. Questionnaires from 38 parents or carers, 80 pupils and 24 staff were scrutinised.

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

- Whether all groups of pupils and particularly the higher attainers make enough progress, especially in English.
- How well pupils' personal development is promoted and whether attendance is improving.
- If assessment information is used effectively to provide consistently challenging work for all groups of pupils.
- Whether leaders and managers monitor and evaluate the work of the school rigorously enough to identify the right areas for further improvement.

Information about the school

This is a school that is close to the average size. All pupils are of White British heritage. The proportion of pupils known to be entitled to free school meals is slightly above the national average. The proportion with special educational needs and/or disabilities is a little higher than seen in most schools. These pupils have a range of learning, physical and communication difficulties. There is a Children's Centre adjoining the school which is inspected separately. Before- and after-school care is available for pupils, and this is managed by the governing body. The school holds an Eco award and in 2008 gained recognition from the Department for Children, Schools and Families for being in the top 5% most improved schools in the country.

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 school that has made significant improvements in the last three years and now provides a good quality of education and care. Almost all pupils claim they like school and more than one says, 'I love my school'. Pivotal to recent improvement has been the outstanding work of the headteacher in quietly but purposefully driving the school forward. Parents are pleased with what is provided and one accurately notes, 'There is a massive improvement in so many different things.'

Children enter the school with skills that are below expectations for their age and leave at the age of eleven with standards that are in line with national averages. As pupils move through the school they make good progress and achieve well. Pupils with additional needs, including those who had previously fallen behind in their learning, do particularly well because of the extensive programme of additional help. Standards have therefore risen in the last two years, although not enough pupils achieve the higher levels in their work. Pupils' behaviour is good, especially in lessons. Most are keen to do well and know how to keep themselves and others safe. Despite the best efforts of the school, attendance is low because of the persistent absence of a few pupils.

The quality of teaching, learning and the curriculum is good. The sample of recent work shows a good range of open-ended practical mathematics work where pupils learn to solve problems with growing confidence and skill. They are also given lots of interesting reasons to write. However, although the teaching is good overall there are still some variations. For example, staff do not always plan together to ensure consistency of approach and, at times, the level of challenge is not high enough for some groups. The quality of provision for children in the Early Years Foundation Stage is satisfactory but children are not always stimulated or challenged well enough. The care, guidance and support of pupils are good. Staff know the pupils' needs well and work effectively with a wide range of external agencies to support local families.

The school has become a more ambitious place to be. Staff are almost unanimously impressed with how the school has improved and feel that the headteacher has developed a strong team spirit. They share the view that the children's needs are at the heart of what they are aiming to achieve. Self-evaluation is accurate which indicates that the school has good capacity to continue to improve. However, the monitoring of different areas of work does not involve senior staff regularly enough and some senior roles are not developed to full effect. Governors are supportive and recognise they need to be more closely involved in monitoring the work of the school.

What does the school need to do to improve further?

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- Further improve the achievement of all pupils, including the more able, by:
 - ensuring that lesson planning is more consistent across the school
 - ensuring that the level of challenge better matches the abilities of all groups of pupils
 - making sure that activities in the Early Years Foundation Stage are vibrant and imaginative and demand more of the children
 - raising levels of attendance to at least the national average.
- Improve procedures to monitor the effectiveness of the school by:
 - ensuring that senior staff have more opportunities to evaluate the effectiveness of planning, teaching and learning
 - extending the programme of focused visits by governors so that they are better informed about curriculum developments.

Outcomes for individuals and groups of pupils**2**

Pupils enter Year 1 with skills that are below the expectations for their age. Many have limited communication skills and their vocabulary is restricted. Most make good progress as they move through the school, with a growing number reaching the levels expected of them by Year 6. However, not enough pupils are consistently working at levels above the average. In part this is because of previous gaps in their learning, but also because occasionally work does not demand enough of the potential high attainers. Pupils often do slightly better in mathematics than English and many say this is their favourite lesson. Most grow considerably in their confidence. Their enthusiasm was well illustrated at the start of a lesson in Years 4 and 5, when pupils had to move their hands and bodies to represent centimetres, metres and kilometres plus directions and angles of turn. Many pupils now make good progress in English. Standards in reading and writing have improved considerably and are close to the average. Data indicates that boys have not done so well in writing but this has been a big focus across the school and currently there is little significant difference in the achievement of boys and girls. Pupils with special educational needs and/or disabilities make good progress.

Discussions with pupils and responses to the inspection questionnaire indicate that almost all like school, and feel safe here. They think there is little bullying and, should anything concern them, that there are plenty of adults to talk to. Pupils adopt a satisfactory approach to healthy lifestyles through exercise but this is not reflected well in wise food choices. Few eat vegetables, salad or fruit and many waste a lot of their school meals. There is much to be done to convince them of the lifestyle benefits of healthy eating including lunchbox choices. Pupils contribute to the school community but would like to extend the role of the school council and take on even more responsibilities. Pupils' spiritual, moral, social and cultural development is good with particular strengths in developing pupils' social skills. The school is keen to develop further links with a wider range of communities to provide pupils' with an even broader understanding of different cultures. Attendance is below national levels because a very

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small minority of pupils is away too often without good reason. The great majority of pupils make good progress, and standards, particularly in the basic skills that contribute to their future economic well-being, are satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching and learning is good. Throughout the school, staff manage pupils well including the small number with identified behavioural concerns. This ensures that lessons are conducted in a positive and productive manner where pupils want to learn and make progress. The school's good range of assessment information is used well, and pupils benefit from the helpful feedback they receive. Very effective teaching was seen in the approach of a visiting music specialist where work with younger pupils was lively, interesting and creative, with strong cross-curricular links which captured their imagination. In most lessons pupils learn well because teachers are knowledgeable and provide interesting activities that capture pupils' interests and encourage problem solving approaches. Some teaching of the oldest pupils is not as effective, mainly because explanations lack clarity. Occasionally lesson plans do not identify clearly

¹ 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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enough exactly what all groups of pupils are to learn. In particular, higher ability pupils are not challenged sufficiently in all lessons.

The curriculum is good with particular strengths in the planning of activities for those with specific needs or any at risk of under-achieving. The school is working effectively to further enrich pupils' learning, including in drama and music.

The care, guidance and support of pupils are good because all staff know the pupils well and want the best for them. There is good identification and support of those with additional needs, although some individual education plans are not focused sufficiently on learning. Key to raising standards recently has been the success of the intervention programme, where additional support is provided for a large number of pupils in individual or small group activities. This meets their needs well and boosts confidence and levels of skill. At lunchtime staff often miss opportunities to encourage pupils to try foods that are new to them and to help them develop appropriate social skills to equip them for their later life. Before and after school care meets the needs of the small number of pupils who attend. This supports their personal development and provides them with a positive start and end to the school day.

These are the grades for the quality of provision

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

How effective are leadership and management?

The outstanding work of the headteacher has been a key feature of why the school has improved recently. She has a very clear understanding of strengths and weaknesses in provision and what remains to be done to improve the school. Parents are noticing major changes in the positive attitudes and enthusiasm of their children. A key to improvements has been that all staff are committed to the proposed changes. The staff team has worked very closely with the local authority as part of an intensive support programme. Teachers have benefited from a good range of training activities and are growing in confidence to further develop their roles as subject leaders, although as yet they have limited opportunities to do this on a regular basis. The roles of some senior staff, including that of the deputy headteacher, are not yet sufficiently well developed. Governance is satisfactory. Governors are supportive of the school and recognise a need to ensure all are well informed at first hand of the life and work of the school.

The school's engagement with parents and links with various schools and external services are good. The school works with others in the local 'family' of schools, and with different agencies, particularly to support vulnerable pupils. The school promotes

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equality of opportunity well by considering pupils' needs and has provided single sex groups for some activities and well-targeted support for those with additional needs. Safeguarding procedures are good. Checks of those who help in school meet requirements and the safety of pupils is taken seriously. The school's promotion of community cohesion is satisfactory. There are good links with the local community and the school is successfully developing further links with the wider and global community. The school provides good overall value for money and, with an imminent programme of refurbishment, is set to provide an even more stimulating learning environment.

These are the grades for leadership and management

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

Early Years Foundation Stage

Provision for children in the Early Years Foundation Stage is satisfactory. Children enter shortly after their third birthday with skills that are below the expectations for their age. In some areas, such as speaking, listening, reading and writing, their skills are often well below expectations. Many are initially quiet or speak with a very limited vocabulary. Their knowledge and understanding of the world around them is also limited and some have little experience of life beyond their village. There is a good number of adults who work regularly with the children which ensures they have lots of support and encouragement. This helps them to grow in confidence. Most settle well and make satisfactory and sometimes good progress. The Nursery and Reception groups work together within a specific Foundation Stage Unit with lots of opportunities for free-flow, child-chosen activities plus a range of adult-directed tasks. While the curriculum is satisfactory, at times children appear to move around aimlessly because there is only limited adult input to some tasks. The learning environment inside and out is a little

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bland and some activities lack vibrancy and imaginative flair. However, there are well-advanced plans to develop the outdoor area to support all areas of the children's learning. Leadership and management of the Early Years Foundation Stage is satisfactory although the monitoring of activities has not always identified where planning, teaching and learning could be improved further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

While only a relatively small number of parents and carers responded to the inspection questionnaire, those who did were almost unanimous in their belief that the school is improving. All of those who responded and any spoken to during the inspection noted their belief that the school is well led and managed. Most believe their children like school and that they are kept safe. The few concerns raised were of an individual nature and indicated that some parents would like more information of how to help their children at home. Inspectors agree with the positive views of parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langold Dyscarr Community 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	74	9	24	1	3	0	0
The school keeps my child safe	26	68	12	32	0	0	0	0
The school informs me about my child's progress	25	66	12	32	1	3	0	0
My child is making enough progress at this school	22	58	16	42	0	0	0	0
The teaching is good at this school	25	66	13	34	0	0	0	0
The school helps me to support my child's learning	21	55	16	42	1	3	0	0
The school helps my child to have a healthy lifestyle	21	55	17	45	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)	19	50	16	42	0	0	0	0
The school meets my child's particular needs	25	66	13	34	0	0	0	0
The school deals effectively with unacceptable behaviour	18	47	20	53	0	0	0	0
The school takes account of my suggestions and concerns	21	55	16	42	0	0	0	0
The school is led and managed effectively	31	82	7	18	0	0	0	0
Overall, I am happy with my child's experience at this school	27	71	10	26	1	3	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). 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



6 May 2010

Dear Pupils

Inspection of Langold Dyscarr Community School, Worksop, S81 9PX

Thank you very much for making the inspection team welcome when we visited your school recently. We really enjoyed talking to you, including those on the school council who were good at explaining what you all do. We also liked meeting you in lessons, at break and lunchtimes and when we attended assemblies. I particularly enjoyed seeing the fun some of you in Years 4 and 5 had when playing the measurement game. My colleague liked seeing the younger children making music. Thank you also for the questionnaire returns that you filled in for the inspection. These are some of the findings from the visit.

Your school is good and much improved. We were especially impressed with the work of your headteacher and how she has helped everyone understand what needs to be improved and how to achieve this. We were pleased to see that you behave well and know how to keep yourselves safe.

To improve your school further, we have asked the headteacher and staff to:

- make sure that activities are planned really carefully so that work is a little harder for some of you, that the youngest children have interesting things to do that help them to learn even more and to make sure that all of you attend school regularly
- ensure that when staff check the work of the school they involve all the adults and governors (who are the people who help to run the school).

Can you also think even more carefully about trying to eat a healthy diet and make sure you attend school regularly? This is because if you are not at school you cannot make as much progress as your friends.

Yours sincerely

Sue Hall

Lead inspector

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