



# Langar C of E Primary School

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Nottingham

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Dear Parents/ Carers,

Head Teacher  
Mrs E J Brown

## OFSTED REPORT

We are writing this letter with a sense of fierce pride and deep humility.

We firstly wish to thank you for taking the time to respond to the Parent View questionnaire (which was completed by over 60% of our families), for being so keen to share your enthusiasm and love for the school with the inspector on the morning of the inspection and for all the kindness and support you demonstrated to us over the two-day inspection.

*The insight you gave us through Parent View was overwhelmingly positive:*

**100%** of parents stated that their child was ***happy at this school, does well at this school and felt safe at this school.***

**100%** of parents said that there were a ***good range of subjects*** on offer and **95%** said that the school ***supported their child's personal development.***

**92%** stated that the school makes sure the ***pupils are well behaved.***

**68%** stated their child ***had not been bullied***, and **17%** ***said that their child had experienced it*** but that it had ***been dealt with swiftly***, **8%** (2 parents) felt it had not and one parent did not know.

**100%** of the parents ***who had a child with Special Educational Needs*** said that their child had been ***given the support they needed to succeed.***

**100% of parents said that they would recommend the school to another parent.**

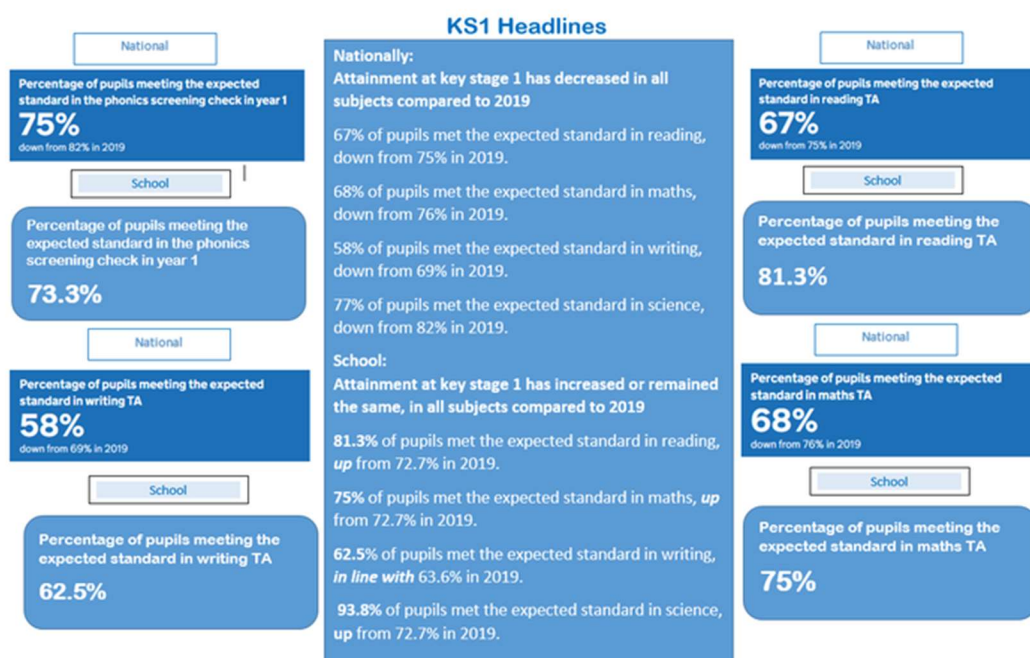
These are exceptional outcomes for any school.

We have so much to be proud of here which has been acknowledged by visitors, supply teachers and outside providers who return time and time again specifically because of the family culture, warm and welcoming atmosphere, exceptional behaviour of the children and the high level of enthusiasm and engagement in teaching and learning. During our recent LA Quality Assurance visit we were found to have well considered and planned curriculum, to be performing well and delivering high quality lessons to pupils.

The quality of the provision here is reflected in our statutory outcomes which placed us in the top performing schools in Nottinghamshire.



Whilst nationally the attainment and progress of children was severely affected by two years of Covid disruption, our performance improved, with 92.3% of children at the end of KS2 achieving Age Related Expectation in reading, writing and maths compared to a drop from 65% to 59% nationally! Our phonics and KS1 outcomes were in line with, or better than national figures.



This evidence base affirmed what our monitoring and self-evaluation had consistently shown us, and so we are very disappointed to share with you that the OFSTED inspection did not reach the same conclusions.

We have fiercely fought, and continue to fight, this judgement through the complaints procedure as there were many issues with how the inspection was undertaken. We believe strongly that assumptions were made from a very limited and narrow evidence base and that the inspection team were not always impartial or fair when carrying out their duties. Although we were listened to by the inspection team, we did not feel heard and we did not feel your views were heard either. This is backed up by a complaint from a parent (who also complained to OFSTED) about the language, terms and manner that were used when talking to their child. This complaint was overturned by them. As a consequence, we do not feel this report fully represents what we stand for, the values we hold, the work we do or the experiences the pupils have. In fact, we do not recognise the school as it is described.

Unfortunately, our complaint was not upheld and I now need to share the report with you.

### **The Inspection Framework and Process of Inspection**

The OFSTED framework has changed eight times since we were graded 'outstanding' in 2006. During that time, we have been monitored and risk assessed year on year based on an algorithm that examined SATs and other statutory assessment data, whether there have been any qualifying complaints or serious safeguarding concerns. As our data and outcomes have remained consistently high and there have been no reports of the latter we were not inspected. However, a new inspection framework came in last year and with that the exemption rule for outstanding schools was lifted.

The OFSTED framework looks at a school under five categories - Quality of Education, Behaviour and Attitudes, Personal Development, Early Years Provision and Leadership and Management. As a school, we have been evaluating and monitoring ourselves against the framework (of the moment) throughout the time we were not inspected. We know that there were parts of the framework we did well and other parts we were working to develop. These self-reflections form an annual Self Evaluation Form which you can read on our website [Self-Evaluation and School Improvement Planning | Langar C of E Primary School \(secure-primariesite.net\)](https://secure-primariesite.net) .

The inspection itself was a gruelling, high pressured and intense experience. The new framework demands that each subject has a subject leader who carries out long term and termly planning for their subject, monitors the teaching of the subject and progress made by pupils. In a small school like ours this is an enormous ask, with teachers leading a minimum of two or three subjects and the head teacher leading five. Inspectors carried out 'deep dives' into three chosen subjects to draw conclusions about the curriculum. Further to this, a number of pupils were selected throughout the two days to speak with the inspectors (without school staff present) about a number of topics, such as PSHE, art, RE, safeguarding and behaviour. We do not know the full content of these conversations though we have received feedback from some parents. Year 6 children did not contribute to the evidence base – either during learning walks or conversations, as they were out of school doing Bikeability for the two days. Other parts of the inspection consisted of scrutinising SEN provision, safeguarding and Child Protection records, behaviour files and attendance. It was a lot to get through in two days and we did not always feel we were able to put forward a comprehensive evidence base in the time given.

### **The Report**

Each of the five areas of the inspection framework are given an overall grade. These range from outstanding (1), good (2) to requires improvement (3) and inadequate (4). The grade that is given in Leadership and Management eclipses all other grades to form an overall grade. This is called a limiting judgement.

Leadership and Management includes scrutiny of how the leadership have created and shared the vision and values of the school, how staff well-being is considered and their professional development is planned and delivered, how the school is governed, the ambition set for pupils, the contribution the school makes to the wider community, how staff are trained and are conversant with safeguarding legislation and procedure and how effectively the management of safeguarding protects children from harm and abuse.

Unfortunately, the inspector was not satisfied with our methods of reporting and recording safeguarding, accidents and behaviour incidents, which are paper based. She felt that the system was being inconsistently used, and some of the detail in which concerns were recorded were

insufficient. The inspector was not confident that the year-long training pathway planned for staff had had enough impact on knowledge of legislation and procedures which further added to this judgement. When asked the question, 'do you always feel safe at school?' and 'are there areas of school where you do not feel safe?' children repeatedly talked about the trim trail (where two accidents had taken place in the previous few weeks) and accidents and behaviour during football. This created a picture which became a golden thread that wove through all other areas of the inspection.

I am devastated to tell you that we were awarded a '4' in this area which results in this being our overall grade.

This does not feel a true, rounded and accurate reflection of our school and I am going to guide you through the report, the views of OFSTED, our evidence and what we will do to move forward and improve. You will notice that, some of the things that OFSTED have highlighted for improvement, have already been improved as they were planned strategies for September.

*We know that the content of this report will raise comments, queries and questions. The Local Authority and Diocese are going to host a meeting for parents on Tuesday 15<sup>th</sup> November at 6.00pm in the hall. This will be an opportunity for you to hear details of the report, the support they are offering and the plan to move things forward and drive improvement. You are all welcome.*

### **The Report - Strengths**

#### **Quality of Education**

In some subjects, it is clear what pupils should know and remember. It is also clear what teachers need to teach and when.

Leaders place reading as a curriculum priority. Pupils are keen to succeed and many pupils develop a love of reading.

Leaders quickly identify pupils with special educational needs and/or disabilities (SEND). Teachers put in place appropriate plans and support them so that their needs are being met.

#### **Behaviour and Attitudes**

Most pupils are keen and ready to learn.

Some pupils say that bullying happens, but adults usually deal with it. Teachers help pupils to know their feelings and manage their own emotions. Pupils encourage other pupils to do the same

Most pupils say that they enjoy school. They typically show respect for each other and know the school's Christian values of 'take care', 'thoughtfulness', 'love', 'fairness' and 'respect'

Most pupils behave well during lessons.

#### **Personal Development**

All pupils have opportunities to attend after-school clubs. These include Mindful Mondays, Tennis Club, Forest Bugs and Magical Maths. This helps to broaden their experiences beyond the day-to-day curriculum.

Pupils enjoy a weekly opportunity to discuss current events in the news. This provides them with the chance to think about, and debate, moral and political issues. Leaders have prioritised pupils' mental health and well-being. They offer pupils strategies to help them develop their emotional resilience.

## EYFS

The learning environment in the early years is calm and orderly. Children know the well-established routines. There are plenty of opportunities for children to develop their creativity. For example, during a session focused on developing children's knowledge of the world, about 'God being a gift', children made a gift for someone they know. One child said: 'I'm designing and colouring a unicorn for my brother.' The early years curriculum is designed around a range of activities that pupils undertake.

## Leadership and Management (including safeguarding)

Leaders have built positive relationships with parents and carers. Communication with parents who have children in the early years is a strength.

There are some pupils who are persistently absent. Leaders take time to support parents with children who struggle to attend regularly. This helps improve some pupils' attendance.

## Areas for Improvement

The report also highlights the areas that we need to improve. Some of these areas had been identified by already and changes were in place ready for the new school year in September. You will undoubtedly recognise this.

Areas for Improvement – OFSTED Report July 2022	
Quality of Education	<p>The planning, teaching and assessment in some subjects does not support pupils to learn the intended curriculum effectively. This is limiting the breadth and depth of knowledge pupils acquire by the time they leave the school at the end of Year 6. Curriculum plans need to be ambitious and implemented consistently across the school. Staff need to check that pupils have remembered what they have been taught and amend the programme if gaps are apparent or emerge in pupils' knowledge.</p> <p>Teachers are not using a consistent approach to teach pupils to read. Books pupils read are not always closely matched to their phonic knowledge or ability. Some pupils are not becoming fluent readers as quickly as they could. Teachers require further training, so they can teach reading consistently and effectively.</p>
Behaviour and Attitudes	<p>Leaders have not put in place a consistent approach to monitoring and managing pupils' behaviour. This includes securing an appropriate level of supervision of pupils at lunchtimes, which can lead to misbehaviour and some pupils not feeling safe. A consistent approach to managing the oversight of incidents and accidents should be put in place to improve the standard of pupils' behaviour.</p>
Personal Development	<p>Some elements of the personal, social, health education (PSHE) curriculum is not covered in sufficient depth. Pupils are not yet gaining as strong an understanding of equality and relationships as they could. The wider development offer for pupils should address these shortcomings in provision.</p>
Leadership & Management	<p>The systems and procedures to safeguard pupils are not robust enough. Some safeguarding incidents are not managed appropriately, and pupils are left at risk. Leaders have not ensured that all members of staff are sufficiently well trained in safeguarding. Some staff do not know how to report a concern about a pupil; and others do not understand about important matters such as the 'Prevent' duty. Staff training, along with clear and robust procedures to safeguard all pupils should be put in place as soon as possible.</p> <p>Governors do not have the ability to hold leaders to account and fulfil their statutory responsibilities. Governors need urgent training and upskilling, so they can support and challenge school leaders and fulfil their statutory duties.</p>

The School Improvement Plan outlines how this will take place and the objectives for the year. I will share this on the school website [Microsoft Word - Langar SIP 2022 \(primarysite-prod-sorted.s3.amazonaws.com\)](https://www.microsoft.com/word-langsip2022) . These are the Key Objectives on our School Improvement Plan:



Quality of Education	Priority 1 - To implement a knowledge rich, carefully planned and coherent curriculum, underpinned by core Christian values				
	1.1 Planning To create clear precise and progressive intent for all subjects, leading to more consistent teaching and resulting in greater impact on long term learning	1.2 Teaching To secure pedagogical approaches based on current research and best practice principals	1.3 Assessment To secure the use of assessment to review children's understanding and to plan appropriately challenging work in foundation subjects	1.4 Reading and Phonics To implement a consistent approach to for the teaching of phonics and early reading ensuring children's progress is in line with or better than National outcomes by the end of KS1	1.4 EYFS To create clear precise and progressive cycle of planning, assessment and review for all areas of learning, leading to more consistent teaching and resulting in greater impact on children ensuring they are KS1 ready
Behaviour and Attitudes	Priority 2 - To ensure that children feel the school is a happy, safe and nurturing place where they can develop a thirst for learning and flourish, without disruption in a calm, supportive but appropriately challenging environment.				
	2.1 To embed the school values as virtues	2.2 To ensure that there are clear structures in place for the promotion of good behaviour and the management of poor behaviour at lunch and social times	2.3 - To grow pupil leadership within the school, ensuring pupil voices and opinions are heard in improving both our school and the local community.	2.4 To ensure all pupils are staying safe online both at home and school	
Personal Development	Priority 3 – Ensure that children have life skills that will enable them to become key members of our society and future leaders on the global stage.				
	3.1 To establish and deliver a progressive and coherent PSHE/RSHE curriculum		3.2 To promote and celebrate diversity that reflects the cultural make up of modern Britain		
Leadership & Management	Priority 4 -To develop the expertise and capacity of leaders at all levels, enabling them to drive whole school improvement and ensure ambitious outcomes for all pupils				
	4.1 To secure a culture of safeguarding	4.2 To ensure governors are robust and rigorous in holding leaders to account for the quality of education and school improvement		4.3 To build a confident and visionary subject leadership team	

We sincerely hope that you keep a rounded view of our school and do not allow the report from OFSTED to cast a shadow on the experiences your children have had, and are having here. We welcome you at every opportunity to come and see for yourself the reasons why staff remain so fiercely proud of the work we do.

We welcome any questions or comments you may have about the report, or implications it has for the future. We would like you to submit these in advance of the meeting, or indicate that you will not be attending and we can do a FAQ response on the website. Please email, [head@langar.notts.sch.uk](mailto:head@langar.notts.sch.uk) with the information requested below.

We remain committed to providing the highest quality education to your children and will do all we can to ensure that happens. We welcome your support and understanding whilst we implement the changes necessary.

Yours sincerely,

Mrs E Brown (head teacher) and Mr R Swallow (Chair of Governors)

I/we (name)....., the  
parents of ..... , will be/  
will not be attending the meeting on Tuesday 15<sup>th</sup> November at 6.00pm in the hall.

I have the following comments:

I would like to ask the following question: