

# Langley Primary School

## Inspection report

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<b>Unique Reference Number</b>	104080
<b>Local Authority</b>	Solihull
<b>Inspection number</b>	355517
<b>Inspection dates</b>	11–12 May 2011
<b>Reporting inspector</b>	Jane Millward HMI

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	476
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sean Hughes
<b>Headteacher</b>	Mark Mitchell
<b>Date of previous school inspection</b>	27 November 2007
<b>School address</b>	St Bernard's Road Solihull B92 7DJ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Sixteen lessons were observed, taught by 15 teachers. Meetings were held with groups of pupils, the Chair of the Governing Body, members of staff and representatives from the local authority. Inspectors observed the school's work and looked at a range of documentation including the school development plan, pupils' work, progress data, plans for the curriculum, minutes of governing body meetings, attendance data and safeguarding policies and records. They analysed 216 inspection questionnaires completed by parents and carers and those submitted by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively the school monitors the achievement of all groups of pupils to ensure that no group underperforms.
- How well teaching and the use of assessment support improvements in learning for all groups of pupils.
- The extent to which leaders and managers ensure the best outcomes for all learners.
- How effectively middle leaders contribute to improving outcomes across the school.

## Information about the school

This is a much larger-than-average size primary school. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion of pupils with special educational needs and/or disabilities is in line with the national average. Numbers of pupils from minority ethnic backgrounds are higher than average. The school has gained National Healthy School status, Eco School status and holds the International Schools award and the Active Mark. The governing body has appointed a new headteacher and revised the structure of the leadership team. A breakfast club, run by the governing body, is available each morning.

**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?**

**4**

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

**4**

## Main findings

In accordance with section 13 (3) of the education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils do not achieve well enough during their time at school. The new headteacher is faced with the challenge of improving standards, which are not high enough, and reversing previous underachievement. At the end of Key Stages 1 and 2, pupils' attainment is broadly average. Many pupils could attain more highly but their progress is inadequate as is evident in their work books and the rate of learning in lessons. The pace of teaching is too slow, assessment procedures are not secure and the quality of teaching is inadequate overall. There is not enough good teaching to accelerate pupils' progress so they can make up lost ground. Assessment information is not used effectively to meet the needs of all learners. Pupils often find work either too easy or too difficult. Marking is inconsistent, it does not provide pupils with sufficient detail or an accurate idea of how well they are doing. Pupils lack guidance on how to improve their work. Pupils say however that they enjoy coming to school and that behaviour is satisfactory. Teachers' lesson planning does not provide pupils with their full entitlement to all aspects of the National Curriculum. Too little time is committed to the foundation subjects with limited evidence of work in science, history and geography in pupils' books. Pupils whose circumstances have made them vulnerable benefit from satisfactory support as leaders are suitably focused on promoting their development and well-being. Attendance is average and the school monitors absence rates effectively.

The headteacher is recently in post and has begun dealing with a large number of issues. He has been able to swiftly gather information and is beginning to establish appropriate management systems. These procedures are very new, however, and as such, are not securely established across the school. It is too early to see their impact. At present, there is a lack of rigour in the school's self-evaluation. Middle leaders are committed to school improvement but they are at the early stages of developing their leadership roles and are not yet fulfilling them effectively.

Certain aspects of the school's work to secure pupils' well-being are inadequate. Despite some strengths in the support for those pupils whose circumstances make them vulnerable, the care, guidance and support for all pupils is inadequate. The governing body does not fulfil its statutory duties because it has not ensured that all procedures relating to the safeguarding of pupils are securely in place nor does it hold senior leaders sufficiently to account for the school's performance. Other senior leaders are also still in

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the early stages of developing their roles and responsibilities and despite their hard work and commitment, the school's capacity for sustained improvement is inadequate.

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

- With immediate effect, take steps to improve the effectiveness of safeguarding procedures by:
  - setting up systems and procedures with clear lines of accountability to ensure the safety and welfare of all pupils
  - carrying out thorough and regular risk assessments
  - establishing clear management responsibilities and record-keeping in relation to all aspects of safeguarding
  - establishing systems to monitor the effectiveness of safeguarding measures.
- Raise attainment in English and mathematics and eradicate inadequate teaching by:
  - ensuring that teachers have the skills and knowledge to accurately assess pupils' learning
  - ensuring that teachers plan lessons which meet and challenge the individual learning needs and interest of all pupils
  - ensuring that marking supports pupils to make progress and is appropriate and relevant to the objectives of the intended learning
  - providing an appropriate curriculum, with opportunities to develop pupils' writing skills across a range of subjects
  - providing pupils with the opportunity to develop their skills to ensure progression in their learning.
- Improve the effectiveness of leadership and management by:
  - developing systems and procedures to assess the actions taken to improve the impact of teaching on pupils' learning and outcomes
  - involving all stakeholders in more effective action planning
  - empowering key senior and middle leaders to take responsibility for improving outcomes for all pupils.
- Increase the effectiveness of the governing body by:
  - ensuring that it meets its statutory responsibilities with regard to safeguarding
  - improving procedures for monitoring and evaluating the school's actions in order to secure improvement.

## Outcomes for individuals and groups of pupils

**4**

In the majority of lessons observed, pupils lacked motivation and were not suitably engaged in their learning. Low expectations by many teachers result in pupils making insufficient progress. Consequently, pupils' achievement is inadequate. When pupils leave the school in Year 6, attainment is broadly in line with national expectations, although

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data for 2010 show a decline in the number of pupils who achieved age-related expectations in English. The proportion of pupils achieving the higher level in mathematics remained below the national average. Evidence collated from work books and lesson observations show that pupils make insufficient progress given their starting points and that some have regressed. This is most noticeable in English in Key Stage 2. Due to effective targeted support however, those pupils with special educational needs and/or disabilities make satisfactory progress. More effective interventions have also been recently introduced to help other pupils who need to 'catch-up' but these are recent and their impact is uncertain.

Pupils have a good awareness of healthy lifestyles and respond positively to activities which help them to remain healthy. Pupils generally say they feel safe in school, although a few parents and carers were less positive about this aspect of the school's work. When pupils raise concerns, teachers usually respond appropriately. Behaviour is satisfactory and the school is generally calm. Pupils are generally well-mannered. In the weaker lessons where activities are not appropriately matched to pupils' abilities, behaviour can slip and low-level disruption occurs. Pupils are keen to contribute to the school and the wider community. They enjoy raising money for charitable causes such as Red Nose Day and have raised funds to improve facilities in school. Attendance is average and the school is employing effective strategies to reduce absence rates.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<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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## How effective is the provision?

The quality of teaching is variable and often inadequate. In many lessons, teachers do not have an accurate knowledge and understanding of pupils' abilities and they do not challenge or engage them fully in their learning. The slow pace of lessons results in pupils not achieving as well as they should. In those lessons where the quality of teaching is satisfactory or good, the pace of learning improves with teaching assistants providing effective support to groups of learners. Pupils have too few opportunities to develop appropriate skills and understanding because curriculum provision is limited. Pupils have few opportunities to develop their literacy skills in other subjects. Cross-curricular work is underdeveloped and the quality and quantity of work produced by pupils is inadequate especially in Key Stage 2.

Teachers do not use assessment information effectively enough in lessons to adequately meet pupils' needs. Tracking information, most noticeably in writing, is inaccurate, so that teachers misjudge what pupils can and cannot do. This has an adverse effect on the progress which they make. Marking is inconsistent across the school. While some teachers ensure that pupils know the next steps in their learning this is not commonplace. Work is completed in many subjects which is unmarked and, therefore, teachers are unable to monitor the progression of pupils' skills, knowledge and understanding and are unaware of the next steps which pupils need to take.

Some aspects of care, guidance and support are effective. Pupils with special educational needs and/or disabilities for example, benefit from actions that are planned carefully to meet their needs. Appropriate attention is also given to those pupils whose circumstances make them vulnerable where there is well-targeted support for their personal development and well-being. Overall however, the quality of care, guidance and support is inadequate; safeguarding information is not recorded systematically and some procedures to secure pupils' welfare have been neglected. The breakfast club provides a safe and enjoyable start to the day for the pupils who attend.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

## How effective are leadership and management?

In the short time the headteacher has been in post, he has succeeded in creating a supportive and united team that is committed to improvement. As a result of his honest and succinct reflections of the school's effectiveness and under his clear direction, staff are beginning to develop their understanding of what needs to be achieved. The newly-established leadership team, whilst willing and enthusiastic, has however limited

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management experience. Middle leaders are not having enough impact on their areas of responsibility as they have not received sufficient professional development in order to make improvements. All staff are keen to promote equal opportunities, but this is inadequate at the present time because too many groups are underachieving.

The governing body is supportive of the school but does not sufficiently challenge the leadership about the school's performance. The Chair of Governors is however now more aware of the school's strengths and weaknesses and is willing to challenge the school to increase leaders' accountability. However, the governing body at present does not fulfil its statutory duties with regard to safeguarding. Procedures lack rigour and systems to maintain and update safeguarding arrangements and reduce risk are inadequate. The school has a clear understanding of its context and as a pupil reported 'It's good we're all different. It's good to be us!'. Community cohesion is satisfactory and supports pupils' satisfactory spiritual, moral, social and cultural development. The headteacher acknowledges however that more needs to be done to evaluate this work.

Parents and carers are mostly supportive of the school and leaders regularly seek their views and engage with them, for example, through newsletters and workshops. Some effective partnerships are in place for those pupils whose circumstances make them vulnerable. Other links do not contribute sufficiently to the learning and well-being of other groups of pupils. The school provides inadequate value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>4</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>4</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>4</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## **Early Years Foundation Stage**

The large majority of children develop their knowledge, skills and understanding across all areas of learning satisfactorily. They demonstrate independence and sustained concentration. For example, children happily choose from a range of activities and explore well through play. Adults know the children well and plan satisfactory opportunities to



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extend their learning. There is a good balance of child-initiated and adult-led activities. Adults keep records of assessment for all children based on focused observations but this tracking does not fully determine the progress which they make or accurately identify any underachievement. The Early Years Foundation Stage leader has developed a dedicated and supportive team. She has begun to shape the direction and focus for the Early Years Foundation Stage. There is an understanding of strengths and areas for development, but the analysis of data does not fully support the development planning process. Monitoring through lesson observations and scrutiny of children's work are carried out but these are recent. As such, it is too early to determine the impact of these strategies on children's achievement. Parents and carers are very supportive of the Early Years Foundation Stage and work has been completed to develop the outdoor environment in order to enhance provision further.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

Most parents and carers who returned the questionnaire agree that their children enjoy school and they feel it is well led and managed. A higher-than-average number of parents and carers completed the inspection questionnaire. Almost all considered teaching was good and that the school helped their children develop healthy lifestyles. Some parents raised concerns about how the school tackles unacceptable behaviour. A very small number of parents raised serious concerns with regards to pupils' safety and these were fully investigated by the inspectors during the inspection. The inspection findings endorsed the safety concerns of these parents and carers. Although parents and carers regard the school in a positive light, the inspection identified significant concerns which require improvement.

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

Ofsted invited all the registered parents and carers of pupils registered at Langley Primary 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 216 completed questionnaires by the end of the on-site inspection. In total, there are 476 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	123	58	85	40	4	2	0	0
The school keeps my child safe	115	54	91	43	3	1	1	0
My school informs me about my child's progress	87	41	114	54	10	5	0	0
My child is making enough progress at this school	79	37	122	57	9	4	1	0
The teaching is good at this school	90	42	118	55	3	1	0	0
The school helps me to support my child's learning	81	38	113	53	19	9	0	0
The school helps my child to have a healthy lifestyle	88	41	118	55	4	2	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)	81	38	113	53	7	3	0	0
The school meets my child's particular needs	84	39	116	54	8	4	2	1
The school deals effectively with unacceptable behaviour	68	32	116	54	22	10	0	0
The school takes account of my suggestions and concerns	70	33	110	52	15	7	0	0
The school is led and managed effectively	75	35	118	55	6	3	1	0
Overall, I am happy with my child's experience at this school	101	47	104	49	3	1	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



13 May 2011

Dear Pupils

**Inspection of Langley Primary School, Solihull, B92 7DJ**

On behalf of the inspection team, I would like to thank you for the friendly welcome you gave us when we inspected your school recently. As you know, we came to see how well you were doing, and what you said helped us with our findings.

We judged that your school needs 'special measures.' This means that there are many important things that need to be improved quickly so that you can all learn better. In the future, inspectors will visit the school regularly to check how well things are improving.

We noted how much you like to help the school and community and we were impressed with the amount of money you raise for worthwhile causes. You know about healthy lifestyles and those of you who attend the breakfast club get off to a good start to the school day. Some of you told us behaviour in the school could be better but inspectors found that the behaviour of most pupils is satisfactory. We agree with you that adults mostly take good care of you but when we looked at how well the school's leaders and governors keep you safe, we found there were things they could improve. To make sure that every one of you is well cared for and achieves well, we have asked your school's leaders to:

- check that you are always safe and that adults know what they need to do to make sure you are always cared for properly
- make sure that you all make better progress in English and mathematics
- improve teaching so that you achieve better
- set up systems to check how well the school is working so that staff know what needs to improve
- make sure the governing body knows exactly what it has to do to help the school improve by asking more questions of the headteacher and staff about the school's performance.

There are things you can all do to help, including behaving well in lessons, attending school regularly, working hard and always doing your best.

Yours sincerely

Jane Millward

Her Majesty's Inspector

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