

Langley Primary School

St Bernard's Road, Olton, Solihull, B92 7DJ

Inspection dates 9–10 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children get off to a good start in the Nursery and in Reception and achieve well.
- Pupils, including those who are more able, make good progress in reading, writing and mathematics. Over time, standards are rising across the school.
- Disabled pupils and those who have special educational needs have good support and do well. Pupils for whom the school receives additional funding make good progress.
- Teaching is typically good. Pupils achieve well because they enjoy learning and are expected to work hard.
- Pupils' books show that they make good progress in their learning.
- Pupils behave well in lessons, and this helps them learn. They show good manners towards adults and towards each other.
- The school's work to keep pupils safe and secure is good.
- Attendance is rising, and pupils arrive at school on time each day.
- Leaders judge teaching accurately. Successful training has improved teaching and helped subject leaders to be effective in their roles.
- School leaders and governors have driven improvements well since the previous inspection, and are making sure that teaching and achievement continue to improve.
- Pupils' spiritual, moral, social and cultural understanding is developed well through lessons, assemblies, visits and other activities.
- Governors challenge leaders well about pupils' progress. They check the school's work thoroughly in their regular visits.

It is not yet an outstanding school because

- Pupils are not always confident to use their mathematical skills in the different subjects they learn.
- Pupils do not always follow up their teachers' advice or complete the extra tasks teachers give them when they mark their books, and this restricts how much their work improves.

Information about this inspection

- Inspectors observed 26 parts of lessons taught by 16 teaching staff. Five lessons were observed jointly with senior leaders. In addition, inspectors made shorter visits to a number of lessons and listened to pupils read. They visited the playground at lunchtime and attended an assembly.
- Inspectors met two groups of pupils and talked to other pupils in lessons, in the playground and as they moved around the school.
- Inspectors saw pupils' written work during lessons and, with school leaders, looked in greater depth at a sample of pupils' books.
- Meetings were held with the headteacher, other school leaders and staff, and with two members of the governing body. Inspectors considered the responses to the questionnaires completed by 30 members of staff. An inspector met a representative from the local authority.
- Inspectors considered the views given in the 32 responses to the online survey (Parent View). They took account of the recent governors' questionnaire to parents. Inspectors also spoke informally to parents at the start of the school day.
- Inspectors looked at a number of documents, including the school's checks on how well it is doing and its plans for improvement. They checked the school's information about pupils' progress over time, and looked at records about the quality of teaching and minutes of governing body meetings. Inspectors scrutinised how the school keeps its pupils safe and looked at records relating to behaviour, attendance and safeguarding.
- On the second day of the inspection, all pupils took part in the school's sports day, which took place from mid-morning onwards.

Inspection team

Elizabeth Cooper, Lead inspector

Additional Inspector

Elizabeth Macfarlane

Additional Inspector

Michael Onyon

Additional Inspector

Full report

Information about this school

- Langley Primary School is a larger-than-average primary school. It provides for children in the Early Years Foundation Stage through a Nursery, as well as in Reception. Two thirds of the children who enter the school in Reception come from the school's Nursery, and the remaining children start after attending other nurseries.
- Just under half of the pupils come from minority ethnic groups. The proportion of pupils who speak English as an additional language is in line with the national average.
- The proportion of pupils supported through the pupil premium (additional government funding that applies to pupils who are looked after and those known to be eligible for free school meals) is close to the national average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is just above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been several staffing changes since the previous inspection.
- The school hosts an on-site breakfast club, run by First Choice Childcare, one of the school's partner organisations. The school is part of a cluster of five local schools, and also works in partnership with other schools in the local authority.
- The school is a member of a local sports partnership.

What does the school need to do to improve further?

- Help pupils to apply their skills in mathematics in different subjects.
- Ensure that pupils routinely do corrections and extra tasks set by their teachers in their books, so that their work improves from the guidance they receive.

Inspection judgements

The achievement of pupils is good

- When children start in the Nursery, their levels of knowledge and skills are below those typical for their age, especially in reading and writing. During the Early Years Foundation Stage, children develop a wide range of skills through a variety of indoor and outdoor activities. The proportion of children reaching a good level of development by the end of Reception has risen from just below the national average last year to well above.
- In Key Stage 1 in 2013, standards rose considerably compared to previous years. This year, pupils' attainment is also just above the latest national average. Most pupils, including the more able, make good progress.
- In 2013, slightly fewer Year 1 pupils than in other schools met the expected standard in the national screening check on how well they know the sounds that letters make (phonics). This year, however, pupils have done very much better in the phonics check. The teaching of phonics is good.
- When reading aloud, younger pupils show their good understanding of phonics when working out new words and correct themselves confidently if they make any mistakes. Pupils enjoy reading. They told an inspector: 'We really like the '99s' and '66s', because you can make it sound more interesting' – and explained these speech marks accurately.
- Standards at the end of Key Stage 2 rose in 2013, when pupils did a little better in mathematics than in reading and writing. Pupils currently in Year 6 have achieved more in the last two years, after slow progress during Years 3 and 4 due to a legacy of weaker teaching. Most pupils in Year 6 are, currently, making good progress, particularly in reading and mathematics. In the rest of Key Stage 2, pupils are making rapid progress and standards are rising.
- In 2013, Year 6 pupils' attainment in the national test of English grammar, punctuation and spelling was not strong. The school has improved the teaching of these skills through staff training. Pupils make good use of helpful resources, and written work in their books is more accurate. Even though it was sports day during the inspection, pupils received spellings to learn for homework.
- Pupils supported through additional funding (the pupil premium) achieve well. The funding has been used to give extra support to pupils in all years, and to pay towards more mathematics resources and school visits. In 2013, eligible pupils in Year 6 were slightly behind their classmates in mathematics, but are now two terms ahead. They have stayed ahead in reading and writing.
- Disabled pupils and those who have special educational needs did not progress well in reading in 2013. They are currently making better progress because they receive help with reading when they need it in all situations. They achieved well in writing and mathematics in 2013.
- The more-able pupils achieve well. In 2013, higher-attaining pupils attended mathematics sessions led by a university professor, which led to five pupils gaining Level 6 in the national tests. Teachers have passed on the skills they, themselves, gained to Year 6 pupils this year, whose books show high standards.
- Pupils write well and extensively in different subjects. However, they are not as practised or confident in using their mathematical skills because they have fewer opportunities to apply their

knowledge to the different topics in the subjects they study.

The quality of teaching is good

- Teaching is good and, at times, outstanding. Therefore, pupils throughout the school make, at least, good progress. Most parents responding to the online survey (Parent View) think that teaching is good. Several parents told inspectors that they are pleased with the progress their children are making.
- Teachers expect the best of pupils, and pupils are equally keen to show how well they can achieve. Whether learning together as a class or completing work in their books, pupils try hard, and produce good work. Pupils in Year 3 are proud to move on to more demanding books, and as a pupil explained to an inspector: 'Because it means my writing is good.'
- Pupils' writing has improved since the previous inspection, and they are using wider vocabulary. For example, Year 2 pupils prepared detailed booklets at home about moving up to Year 3, describing their feelings with a very appropriate choice of words.
- Pupils are given extra help when they need it, but they also readily learn from each other. For example, in a Year 5 mathematics lesson, pupils helped each other out during a chain game of questions and answers about triangles. They made good use of classroom display when explaining the different types of triangles and, as a result, made good progress. However, pupils have too few opportunities to practise mathematical skills in different subjects. Consequently, they do not gain more confidence in using number to make even more rapid progress.
- Pupils, including the more able, are challenged well in their learning. For example, more-able Year 4 pupils made many suggestions about natural sources of energy that produce electricity. They were even more enthusiastic to suggest dangers associated with electricity, showing high levels of thinking when explaining their answers.
- Pupils' progress is outstanding when teaching is equally strong. For example, in Year 6, pupils worked enthusiastically in groups to share information about people in the story of Anne Frank. Pupils questioned each other in detail in order to build up an accurate picture from extracts from her diary. When reporting back to the class, pupils were able to answer the teacher's questions in great depth.
- The quality of teaching in the Early Years Foundation Stage is good. For example, in Reception, some children were absorbed in comparing the speeds of different vehicles. At the same time, others rapidly completed model lighthouses before testing them in water to see which models floated or sank. Children talked enthusiastically about their learning and showed excellent understanding.
- Teachers mark pupils' work every day. They give pupils helpful and often detailed feedback on how to improve, suggesting further activities for pupils. However, teachers do not always insist that pupils complete the extra work they have been set and this restricts how well their work improves.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This standard is apparent throughout the school, including that of children in the Early Years Foundation Stage. Clear routines help pupils to settle quickly and to concentrate well in lessons. Pupils often become engrossed in their work. Year 1 pupils were

eager to complete their accounts of *The Three Billy Goats Gruff* by the end of the lesson. Older pupils are just as keen to do well; in a Year 5 mathematics lesson, a pupil said: 'I'm Level 5c now, so I'm going for Level 6 next year.'

- At all times, pupils are polite and courteous, opening doors and giving way to staff and to each other. Pupils help one another with their work and share equipment at their tables. Children in the Early Years Foundation Stage willingly take turns in their activities. In assembly, pupils readily switched from lively singing to complete calm during a period of reflection.
- Pupils contribute well to the running of the school, particularly through the 'Langley Family' system, which mixes pupils from each class and provides good opportunities for leadership. Pupils meet with teachers each term to discuss how their learning could be improved. Links with local companies have led to older pupils taking part in Langley's version of *The Apprentice*.
- Pupils take pride in their school uniform. On sports day, they were proud to wear t-shirts in the colour of their 'Langley Family'. Pupils help to tidy up without prompting, and litter is rare.
- The school's work to keep pupils safe and secure is good. Pupils are confident that the school is safe, and staff and most parents agree with them. Leaders ensure that the site is safe and that entry is restricted with rigorous procedures applied when visitors arrive. Staff are fully checked for their suitability, and all required training is in place to ensure safeguarding of pupils is thorough.
- Pupils get on well together. They understand what bullying means, including cyber-bullying. A few parents in the online survey (Parent View) were concerned about bullying. However, pupils who spoke to inspectors insisted that bullying is rare, with one pupil saying: 'There is no proper falling-out or bullying.' Pupils know that name-calling is wrong and say that any occasional concerns are dealt with very quickly. Year 5 pupils showed a good understanding of the different meanings of the word 'radical' in a discussion with the headteacher about extremist behaviour.
- Attendance has risen since the previous inspection and is, currently, ahead of the latest national average. The school has successfully reduced the numbers of pupils who are absent from school for longer periods. A breakfast club helps to give pupils a punctual start to the school day.

The leadership and management are good

- Leadership has improved since the previous inspection. All staff are convinced the school is doing well and they share the drive to better achievement. One wrote: 'The needs of every child come first. Leadership comes from the head and follows on through the whole school.'
- Since the previous inspection, the less experienced subject leaders are more confident in meeting their responsibilities because they have been trained well by senior staff and the teachers in charge of English and mathematics. Teachers make better use of information about pupils' progress and standards to plan learning. They are challenged by leaders about the progress each pupil makes. Leaders judge the quality of teaching accurately.
- All the targets set for teachers are linked to the school improvement plan and measured against national standards. Leaders make sure that teachers receive more responsibility or pay only where their teaching is successful in ensuring pupils' progress.
- The school teaches subjects through interesting themes, which contribute to a broad and balanced range of learning opportunities. The Year 6 personal, social and health education

programme is planned with local secondary schools, helping pupils prepare for the next stage of their education. Pupils' books and displays in the corridors show good-quality writing about a wide range of subjects. However, they have fewer opportunities to develop their mathematical skills more widely.

- The school develops pupils' spiritual, moral, social and cultural understanding well. The display of 'our light bulb moments' in Reception captures children's wonder at what they can now do. Year 6 pupils showed great maturity in discussing moral dilemmas at the end of the Second World War. In all lessons, pupils work together well; on occasions, pupils clapped spontaneously after listening to a classmate read out work. Through their French and German lessons and links with other countries, pupils learn about other cultures.
- The additional primary school sport funding has been used to train staff in how to teach physical education. The school offers more sports through a local sports partnership, and ideas for new sports have come from the pupils. Year 3 pupils enjoyed using the new soft javelin 'rockets' and became skilled in their throwing by the end of their lesson. Several teams compete against other schools and pupils have won 'gold' in the county finals in Tri-Golf. The extra funding has improved pupils' fitness and their knowledge of how to keep active and healthy.
- The school provides good support to pupils and their families. A parent told inspectors: 'You always know you will be listened to.' In a 'stay and play' session for children new to Reception, parents received clear details about what their children would learn and how parents could help them learn at home.
- The local authority has supported the school well by checking progress against the school's targets. The amount of support given is already limited, because the local authority is confident that the school is improving securely. The local authority values the contribution that subject leaders make to other schools, particularly when working together to check the standards of pupils' work.
- Leadership in the Early Years Foundation Stage is good. Teachers and other adults use accurate knowledge of children's progress to plan activities that children find interesting and which help them develop further. They keep detailed records of children's learning and share these with parents.
- **The governance of the school:**
 - Governors have a clear understanding of their responsibilities because they make effective use of training from the local authority. They discuss their work as governors to make sure that they have the right mix of skills in the governing body. A training session led by a governor helped them to have a clear view of how the school is doing compared to similar schools nationally.
 - Governors ask searching questions of school leaders about pupils' achievement, behaviour and attendance and follow up by visits to find out exactly how well groups of pupils are achieving.
 - From their visits to the school, governors know that teaching is good. Governors agree to a teacher's pay rise only where pupils achieve consistently well; as the Chair of Governors explained: 'We do expect to see evidence of merit.'
 - Governors manage the school budget, including any extra government funding such as for primary school sports, to check that money is spent to positive effect. They know that additional funding (the pupil premium) has helped to close gaps in the attainment of eligible pupils and that of others in reading and writing. They report that behaviour and attendance have also improved.
 - Governors make sure that they know parents' views by gathering evidence from surveys as

well as talking to parents at the start of the school day. They attend many school events and observe the full range of the school's work.

- Governors regularly check that pupils are kept safe at school. Safeguarding arrangements are rigorous and meet current requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104080
Local authority	Solihull
Inspection number	433235

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	417
Appropriate authority	The governing body
Chair	Sean Hughes
Headteacher	Mark Mitchell
Date of previous school inspection	27 November 2012
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