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Mr Jon Cashmore
Headteacher
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Dear Mr Cashmore

Short inspection of Langley Primary School

Following my visit to the school on 17 January 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in July 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. In the last three years, there have been key changes to staffing. You have been appointed as headteacher and a new deputy headteacher has also been appointed. Your hard work and that of the staff are ensuring that the school continues to improve under your leadership.

Since your appointment in September 2016, you have addressed the areas for improvement from the previous inspection effectively. You have developed the curriculum to include more opportunities for pupils to apply their mathematical skills in other subjects, particularly in science. You have also developed the mathematics curriculum to better meet the needs of all pupils. As a result, pupils achieve in line with national averages in mathematics at the end of key stages 1 and 2 and say they enjoy learning in mathematics. As recommended in the school's previous inspection, you have developed approaches to providing feedback to pupils about their learning. Teachers provide regular feedback to pupils in lessons. They quickly address any misunderstandings and this supports pupils in making good progress in reading, writing and mathematics.

You, other leaders and governors have an accurate understanding of the school's performance. You recognise what the school does well but also know that there are areas for improvement, for example in the achievement of disadvantaged pupils. Although you have a clear understanding of the school's strengths and weaknesses, school improvement planning is not as strong as it could be. For example, the

school improvement plan and pupil premium strategy do not include clear targets for pupils' achievement. As a result, leaders and governors are not able to check how successful their actions have been.

You have recently strengthened whole-school leadership by appointing three phase leaders along with subject leaders for reading, writing and mathematics. New leaders are committed and enthusiastic. They are knowledgeable about their areas of responsibility and have begun to take action to improve performance. However, because these leaders are new to their roles, they have not yet been able to fully contribute to school improvement.

You make termly checks on pupils' progress and hold teachers to account for this. You are currently developing teachers' skills in making accurate assessments to gain a more precise view of pupils' achievement. You and other leaders regularly check on the quality of teaching. As a result, you know where teaching and learning are the strongest and where to direct support.

All staff promote the school's values of trust, respect, accountability, integrity, openness and proactivity. Pupils I met talked enthusiastically about the 'Langley school rap' and demonstrated a strong understanding of the meaning of each value. Pupils are proud of their school. They work hard and appreciate the good learning opportunities teachers provide, including the many trips and visits used to enhance the curriculum. Pupils show respect for people from different cultures and religions. One pupil said, 'It is good to be different and to be proud of who you are.' Parents also commented on the diverse nature of the school and the good work that staff do to make everyone feel included.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Staff receive appropriate training to carry out their safeguarding responsibilities. They use the school's systems effectively to report any concerns they may have about pupils' welfare or safety.

Pupils demonstrate a good understanding of the different types of bullying. They say that bullying sometimes happens but that staff act quickly and effectively to deal with any incidents that occur. Pupils have an appropriate understanding of how to keep themselves safe in different situations. They can confidently explain what to do if they see something on their computer which makes them feel uncomfortable.

Pupils are happy at school and feel safe. During the inspection, pupils made comments such as, 'We trust our teachers to take care of us.' The majority of parents that completed the online questionnaire agree that their child feels safe at school.

Inspection findings

- During the inspection, I met with you to agree the following lines of enquiry: how effectively leaders are improving outcomes for disadvantaged pupils, how well girls are achieving in mathematics, how well teachers are meeting the needs of pupils who speak English as an additional language, the achievement of boys and disadvantaged children in early years, and the effectiveness of leaders' actions to improve pupils' attendance.
- Leaders are rightly focusing on improving the progress of disadvantaged pupils. In 2017, the proportion of disadvantaged pupils who achieved the expected standards in reading, writing and mathematics at the end of key stage 2 was below that of other pupils in the school and nationally. In response to this, leaders have established a clear strategy to overcome any barriers to learning. Staff accurately identify pupils' individual needs and provide additional support to address gaps in their learning. Pupils also receive support to develop their self-confidence and to improve their attitudes to learning. As a result, many disadvantaged pupils are making progress that is as good as that of other pupils in the school.
- For the last two years, girls have not made as much progress as boys in mathematics. Leaders have identified the reasons for this and have worked with staff to reorganise teaching. As part of a new approach, teachers routinely ask pupils to explain their thinking and understanding. They provide opportunities for pupils to develop confidence in calculation and to apply their skills to solve problems. Teachers track pupils' progress carefully and provide additional support where necessary. Consequently, girls as well as boys are now making good progress in mathematics.
- Staff provide pupils who speak English as an additional language with good support. Specific interventions for the youngest pupils in phonics are supporting them to acquire secure language skills. As a result, in 2017, all pupils who speak English as an additional language passed the Year 1 phonics screening check. Teachers accurately assess pupils' needs, including their level of language development. They effectively use this information to plan learning and regularly check on pupils' progress in the development of their language skills. Strong links with parents successfully support pupils in their learning at school, for example through the use of bilingual home-school communication books and resources for parents and carers to use with their children at home. Consequently, pupils who speak English as an additional language are making good progress in reading and writing.
- Leaders recognise that in previous years, boys in early years had not achieved as well as girls. In 2016, the proportion of boys who achieved a good level of development was just below the national average, whereas girls achieved higher than girls nationally. Early years staff have thought carefully about planning a variety of topics to capture boys' interests. Practical approaches are successfully developing the mathematical skills of all children, particularly boys. As a result, in 2017, a similar proportion of boys and girls achieved a good level of development.

- The recently appointed early years leader knows the children well and carefully tracks the progress they make. Teachers use this information to plan extra help to address any gaps in children's learning and development. However, leaders do not look closely enough at which support is the most effective in meeting children's needs.
- Disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities do not attend as regularly as other pupils. Leaders have taken robust action to address this. They track pupils' attendance carefully and provide support where necessary. Leaders understand the reasons for low attendance and have started to work effectively with families. As a result, the attendance of pupils is beginning to improve. Leaders recognise that there is more work to do so that the attendance of vulnerable pupils improves further.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- school improvement planning is sharpened with clear, measurable success criteria that include targets for pupils' achievement
- the skills of newly appointed leaders continue to be developed so that they can contribute fully to school improvement
- teachers have the opportunity to observe and learn from the good practice in the school so that teaching in all classes is good.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Solihull. This letter will be published on the Ofsted website.

Yours sincerely

Claire Jones

Her Majesty's Inspector

Information about the inspection

During the inspection, I met with you and your senior leadership team to discuss the effectiveness of the school and its leadership and management. Together we visited seven classes to observe pupils' learning and review pupils' work. I scrutinised a range of school documentation, including information relating to pupils' achievement, pupils' attendance, your self-evaluation, school improvement planning, and safeguarding checks, policies and procedures. I met with representatives from the governing body, the early years leader, the leaders for English and mathematics, the leader with responsibility for pupils who speak English as an additional language, and a group of pupils. I listened to a range of pupils read. I spoke to parents at the beginning of the school day and considered 23 responses to Parent View. I also took into account 17 pupil questionnaire responses and 28 staff survey responses.