

Inspection of a good school: Langley Green Primary

Stagelands, Langley green, Crawley, West Sussex RH11 7PF

Inspection dates:

31 October and 1 November 2023

Outcome

Langley Green Primary continues to be a good school.

What is it like to attend this school?

Pupils show great consideration for others in this aspirational school. They behave very well and work hard to embody the school's values of kindness, excellence, working together, respect and independence. Pupils play together cooperatively. They show very positive attitudes to learning and produce high-quality work.

Pupils enjoy learning. They solve complex problems in mathematics and experiment enthusiastically with different media in art. Pupils answer teachers' questions confidently. They share ideas with each other using a range of subject-specific vocabulary and enjoy a rich range of activities beyond the classroom. For example, pupils perform Shakespeare's plays in local theatres and represent the school in cricket, football and boccia. Pupils take up a broad range of leadership opportunities with enthusiasm. They act as sports and library monitors, or welcome visitors to the class as learning ambassadors.

Pupils feel very safe in school. They know that staff will deal with any problems they encounter. The school has made pupil and staff well-being a priority. Pupils act as well-being ambassadors, organising games at social times and speaking to pupils on the buddy bench. They set positive examples for their peers and show great kindness to each other.

What does the school do well and what does it need to do better?

The school has designed an ambitious curriculum that begins in nursery, where children learn numbers and sounds through a range of songs and rhymes. They participate enthusiastically in these activities. Pupils quickly learn the phonics and number skills that will allow them to access the whole curriculum. Staff carefully assess pupils' understanding in reading and mathematics. This allows teachers to support pupils in filling any gaps in learning that they may have. In art, pupils work towards ambitious end goals and produce paintings, drawings and sculptures in a variety of styles. However, in some

subjects, staff do not use assessment effectively enough. As a result, pupils do not retain as much important knowledge as they could.

Teachers ensure that pupils achieve well. They make careful adaptations that mean all pupils, including those with special educational needs and/or disabilities (SEND), know and remember more over time. Teachers have sound subject knowledge. They explain learning clearly and model activities such as sculpture in art well or provide clear examples of converting measurements so that pupils can develop their own solutions in mathematics. Pupils in Reception Year enjoy a broad and well-designed curriculum. They read a broad range of stories and poems that help them to develop a rich vocabulary and learn key knowledge that they build on over time.

The school has created an ambitious reading culture. From the Reception Year, most pupils, including pupils who speak English as an additional language quickly become fluent readers. Staff teach pupils a wide range of strategies to help them become increasingly confident in blending sounds and reading whole words. Pupils know these strategies and most use them consistently. Occasionally, some pupils do not learn to read as quickly as others.

Pupils concentrate well in lessons. Classrooms are purposeful and pupils do not disrupt the learning of others. Staff have high expectations of pupils. Pupils know these expectations and this helps pupils to behave well. The school has prioritised the attendance of all pupils. They carefully analyse attendance figures and this helps them to identify who may require extra support. Pupils are keen to win awards for excellent attendance and, over time, all groups of pupils have improved their attendance.

The school has planned a coherent programme to support pupils' wider development. Pupils learn a range of topics such as mental well-being and their knowledge becomes increasingly sophisticated. Pupils remember what they learn in these lessons, including a comprehensive knowledge of online safety and how to keep themselves healthy. There are a broad range of clubs available to pupils, and all pupils, including disadvantaged pupils, can access these fairly. Pupils and parents recognise how this rich offer supports pupils in developing their skills and talents.

Staff enjoy working at the school. Leaders provide staff with high-quality training to expand their subject knowledge and their confidence in a range of subjects. Staff workload is very carefully considered. Governors hold leaders accountable but also prioritise the well-being of all staff. Parents are very positive about the school. Communication is effective and parents know what pupils are learning and that pupils are safe and well cared for.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, some pupils do not learn phonics as well as they could. As a result, some fall behind in their reading, and particularly in their fluency. Leaders must plan appropriate support to ensure that pupils catch-up quickly if they fall behind in their phonics understanding.
- In some foundation subjects staff do not assess what pupils know and understand well enough. As a result, pupils do not consistently remember some of their prior learning. Leaders need to ensure that assessment supports pupils in achieving well in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	133967
Local authority	West Sussex
Inspection number	10287988
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	462
Appropriate authority	The governing body
Chair of governing body	Mark Sudan
Headteacher	Alison Wallis
Website	www.langleygreenprimary.co.uk
Date of previous inspection	3 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school currently does not use any alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of the school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The inspector met with the headteacher and deputy headteachers. The inspector met with other leaders and staff. The inspector also held a telephone conversation with a representative of the local authority.
- The inspector carried out deep dives in the following subjects: reading, mathematics and art. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Gavin Thomas, lead inspector

His Majesty's Inspector

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