



# Langley Primary School

## Inspection Report

**Unique Reference Number** 103978  
**LEA** Sandwell  
**Inspection number** 284153  
**Inspection dates** 21 March 2006 to 22 March 2006  
**Reporting inspector** Jane Austin HMI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Titford Road
<b>School category</b>	Community		Oldbury
<b>Age range of pupils</b>	3 to 11		West Midlands B69 4QB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 5521744
<b>Number on roll</b>	411	<b>Fax number</b>	0121 5522300
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Viv Jones
<b>Date of previous inspection</b>	3 November 2003	<b>Headteacher</b>	Mrs Jane Aldridge

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 21 March 2006 - 22 March 2006	<b>Inspection number</b> 284153
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors (HMI) and two Additional Inspectors.

## Description of the school

Langley Primary is a large school serving an area of social disadvantage. The percentage of pupils eligible for free school meals is above average. Approximately 30% of pupils come from minority ethnic groups including Indian, Pakistani and Caribbean backgrounds. The proportion of pupils for whom English is an additional language is broadly average. The percentage of pupils with learning difficulties and disabilities is above average. There are 42 children attending the Nursery part time. When the school was last inspected it was judged to require special measures. Since then there have been five monitoring inspections led by HMI to evaluate the school's progress in addressing the issues identified.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that Langley Primary School no longer requires special measures. Nevertheless, in accordance with section 13(3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required because pupils are not making sufficient progress to reach the standards of which they are capable in English and mathematics.

From starting points which are below those generally expected for their age, children make satisfactory progress overall in the Foundation Stage. Pupils begin Year 1 with skills which are below average in writing but average in reading and mathematics. In Key Stage 1 pupils make satisfactory progress in mathematics and writing to maintain these levels. However, pupils do not make adequate progress in reading and by the end of Year 2 standards are well below average. Pupils' achievement declines markedly in mathematics in Key Stage 2. By the end of Year 6 standards in both English and mathematics are well below average overall. Thorough assessment and tracking procedures introduced recently indicate that the rate of pupils' progress is improving. For the majority of pupils it is broadly in line with that expected nationally although there are marked inconsistencies resulting from significant variations in the quality of learning.

Teaching is satisfactory overall. Pupils have positive attitudes to learning and generally behave well both in lessons and around the school. The curriculum and care provided for pupils are satisfactory. However, the system for identifying the needs of pupils with learning difficulties is not sufficiently refined to ensure that support is accurately targeted.

The provision in the Foundation Stage is satisfactory overall. Attractive environments celebrate children's learning and provide safe, secure places to learn. Accurate assessments of the children's knowledge and skills inform the careful planning of stimulating activities that meet children's learning needs. The strong focus on personal development ensures that children make good progress in this area. There is a good balance of adult and child led activities. Adults work well supporting children in their choices, responding to their interests, and promoting their persistence and concentration effectively.

The leadership and management of the school are satisfactory overall. The recently appointed headteacher is giving a determined lead in addressing the school's priorities. Effective monitoring and assessment procedures have resulted in a clear evaluation of the school's strengths and weaknesses. Inspectors concur with this. The headteacher has articulated clearly the roles and responsibilities of staff who lead at all levels. With good training and support middle leaders are stepping up to the challenge. As a consequence the school's capacity to improve is satisfactory. Since the last inspection

leadership, management, governance, teaching, learning, and pupils' behaviour have all improved from less than satisfactory.

### **What the school should do to improve further**

Raise standards and improve achievement in English and mathematics throughout the school. Further improve the quality of teaching and learning. Identify and address more accurately the needs of pupils with learning difficulties.

## **Achievement and standards**

### **Grade: 4**

When children enter the Nursery their skills are less well developed than expected for their age. They make good progress in the Nursery class and satisfactory progress in Reception. By the end of the Foundation Stage, children's skills and understanding in reading and mathematics are broadly in line with expected levels. However, standards in writing are below average.

Since the last inspection, standards reached by the end of Year 2 have risen markedly. Nevertheless, they remain well below average overall. In the 2005 Key Stage 1 national tests, results in reading were well below average and those in writing were below average. In mathematics results were in line with the national average. Whilst pupils make satisfactory progress in mathematics and writing, their progress in reading is inadequate.

Standards reached by the end of Key Stage 2 have also improved considerably since the last inspection. However, they remain well below the national average. Although the proportion of pupils reaching the expected Level 4 in English in the 2005 national tests was average and the school met its target, only a very small number of pupils attained the higher Level 5. The results in mathematics were well below average and have shown little improvement over a five year period. In both English and mathematics the rate of pupils' progress is much lower than average. There was a significant improvement in results in science and these were in line with the national average. Pupils made satisfactory progress in relation to their starting points and capabilities.

The school has established a robust system for the regular assessment and tracking of pupils' learning and achievement. This indicates that pupils' progress this year is improving with more than half gaining ground at the expected rate. However, the picture is not a consistent one and in several classes the rate of pupils' progress remains too slow.

## **Personal development and well-being**

### **Grade: 3**

Pupils are polite, helpful and friendly. Their behaviour is satisfactory overall. In assemblies, the dining hall, and when moving around the school, it is frequently good. Clear systems of rewards and sanctions are effective in encouraging pupils to behave well and develop good relationships. The gold, silver and bronze awards are prized.

Pupils' attitudes to learning are generally satisfactory and frequently good when teaching is lively and interesting. Pupils say they particularly enjoy practical activities such as those in physical education, information and communication technology (ICT), art and experimental science. Although attendance remains below the national average, it continues to improve. Good systems are in place to encourage full attendance, track absences, and tackle lateness.

Pupils' spiritual, moral, social and cultural development is satisfactory. Assemblies make a good contribution to this. However, other opportunities for reflection and for promoting pupils' cultural awareness are not fully exploited. Pupils raise funds for charities and play their part in a number of events in the local community. Through the school council pupils contribute positively to the decision making process on issues such as playground equipment. Monitors help to ensure that the school runs smoothly by carrying out a variety of jobs. Pupils develop a secure understanding of healthy lifestyles, make appropriate choices at lunchtime, and regularly engage in physical activities. Pupils are inadequately prepared for future economic well-being since the basic skills in English and mathematics are not developed well enough.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Although pockets of inconsistency and instability remain, teaching and learning are now satisfactory. Support from external advisors and more rigorous monitoring have had positive effects on the overall quality of teaching. In a significant number of lessons seen teaching was good. For example, in a very effective Year 6 literacy lesson learning was good because the teacher had high expectations, activities were challenging and well matched to each pupil's needs, and a brisk pace was maintained. In many lessons, effective use is made of ICT to enliven teaching and support learning. Sound planning structures are now more securely established.

Crucially, however, learning is less effective over time than the teaching and this is reflected in the very uneven progress which pupils have been making. Although improving, this remains evident, with better teaching and progress for the youngest and the oldest pupils and some inadequate practice in the middle of the school. In weaker lessons, pupils are passive observers of the teaching. The pace is slow and insufficient use is made of assessment to plan appropriately challenging activities. Pupils' learning suffers as a consequence. Support staff are generally well prepared and make a good contribution to the learning of their target pupils.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is broadly satisfactory. Planning for the Foundation Stage curriculum in Nursery and Reception reflects fully the expected areas of learning. In the main school provision is strongest in literacy and numeracy, key development areas for the

school recently. ICT is now being used more effectively to extend pupils' learning. However, the curriculum is not well adapted to reflect the school's circumstances. Provision for some of the foundation subjects is inconsistent across the school. Not all subjects are taught in enough depth or sufficiently often to ensure that pupils' skills in these areas are developed consistently. Links between subjects have not been fully developed, although this is a stronger feature in Years 1 and 2. There are missed opportunities to extend writing skills in other subjects.

The school gives satisfactory attention to teaching pupils about staying safe and keeping healthy. Provision for pupils whose first language is not English is satisfactory. The range of extracurricular activities is satisfactory. There is a good programme of residential visits. In addition, some use is made of the local area, visits and visitors to school to enrich pupils' learning. However, the choice of after school clubs is limited.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. Pupils say they feel safe and can approach an adult if they have concerns or worries. The arrangements for ensuring health, safety and welfare are good and thorough risk assessments are undertaken. Child protection procedures are well established. The support for vulnerable pupils is satisfactory overall and often good for pupils with social and behavioural needs, including those at risk of exclusion. There are effective links with external agencies in this regard. A few parents and pupils expressed concerns about fighting, bullying and name calling. Such incidents do occur but are dealt with promptly and effectively.

The marking of pupils' work is satisfactory with some good practice evident. However, pupils have little involvement in assessing their own work and deciding what needs to improve. Not all pupils are clear about their learning targets. The arrangements for identifying and assessing pupils with learning difficulties are inadequate. Consequently the school cannot clearly distinguish those pupils with learning difficulties from those who are underachieving for other reasons. As a result support for some pupils is not put in place early enough and there are weaknesses in setting appropriate targets for learning.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The recently appointed headteacher has quickly identified the school's priorities and begun to address these systematically and realistically. As a matter of urgency, thorough assessment procedures have been introduced and are providing a clear, regular picture of pupils' standards and the progress pupils are making. This is proving effective in the identification of strengths in provision and areas for development. Carefully targeted training and sharply focused monitoring of weaker areas are driving improvement and ensuring greater consistency and coherence in classroom practice.

The headteacher's approach to weaknesses is rigorous but progress in some areas is hindered by lack of effective leadership at a senior level. The responsibilities of middle leaders have been restated clearly and considerable support put in place to enable these to be met. As a consequence, middle leaders have a clear understanding of what they are accountable for. They are making appropriate use of the outcomes of their subject monitoring to identify barriers to raising standards. Suitable actions to address these are underway but at an early stage so their impact is limited.

Governance is satisfactory overall. The new chair of governors has high aspirations for the school and its pupils. Under her leadership, governors are asking challenging questions and playing an appropriate role in monitoring the school's progress. The local authority's extensive, high quality support for the school is well directed. The school does not provide satisfactory value for money.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making us welcome when we visited your school recently. We enjoyed seeing you at work and listening to what you had to say about your school. You were all polite, friendly and helpful. I am writing to let you know that your school is providing an acceptable standard of education and no longer requires special measures.

What we like most about your school is that:

- Your learning is improving.
- The Nursery and Reception rooms in which the youngest children enjoy learning and playing are bright and exciting.
- Monitors help make the school run smoothly by taking their responsibilities seriously.
- The headteacher knows what your school does well and what it needs to do to improve.
- Your teachers listen to what you think could make the school better and try to make changes happen.

We think some important things could be better so we are giving your school a Notice to Improve. We are asking your headteacher and teachers to:

- Help you learn as well as possible and get good marks in your tests.
- Make sure those of you who find learning difficult get the help you need.

We are going to visit the school again next year to check that your learning has improved. You have an important part to play by working as hard as you can and coming to school every day.