

# Langley Primary School

## Inspection report

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<b>Unique Reference Number</b>	104080
<b>Local Authority</b>	Solihull
<b>Inspection number</b>	308504
<b>Inspection dates</b>	27–28 November 2007
<b>Reporting inspector</b>	Susan Walsh

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	451
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tanya Harvey
<b>Headteacher</b>	Anne Devrell
<b>Date of previous school inspection</b>	17 March 2003
<b>School address</b>	St Bernard's Road Olton Solihull B92 7DJ
<b>Telephone number</b>	01217 063932
<b>Fax number</b>	01217 068705

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is much larger than most primary schools. Although the majority of pupils come from the local community, a significant proportion come from other areas. The proportion of pupils with learning difficulties and disabilities is just above average. Most pupils are of White British heritage but a significant minority are from Indian and Pakistani backgrounds. The school has gained Artsmark Gold, the Healthy School award and 'Investor in the community' status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school that has real strengths in the way it promotes pupils' personal development and looks after pupils. Pupils work hard in lessons and enthusiastically join in other activities. They say, 'School is fun'. Everyone enjoys music and the singing in assemblies is full of joy. Behaviour is good, reflecting pupils' good personal development and their commitment to contributing to the school community. Pupils are particularly keen on promoting sustainability and protecting the environment and have been central to the drive to purchase a wind turbine. They really enjoy school and this is seen in their good attendance. The school gives a high priority to promoting pupils' well-being and, as a result, pupils have a good knowledge of how to keep healthy and feel safe. Pupils feel that 'the school is really good at this'.

Children get off to a good start in the Foundation Stage because of good teaching and a stimulating curriculum. Progress has been slow in Key Stage 1 and the standards that pupils reach at the end of Key Stage 1 have not been high enough. Progress accelerates in Key Stage 2 because of good teaching in this Key Stage. So that, by the end of Year 6, pupils reach broadly average standards. Taking into account pupils' progress from their starting point in Nursery to the end of Year 6, achievement is satisfactory. Standards at the end of Key Stage 2 improved in 2007, particularly in English.

Teaching is satisfactory overall. The quality of teaching is better in Key Stage 2 than in Key Stage 1 and this is reflected in the significant difference in pupils' rates of progress. Lessons in Key Stage 1 are sometimes not challenging enough and the work is not always closely matched to pupils' needs. Progress in Key Stage 1 is getting better because of recent improvements to the curriculum and to the quality of teaching, but it still needs to improve further. The curriculum is satisfactory but, in both key stages, pupils do not have enough opportunities to write at length and practise the skills they learn in their English lessons. This holds back the quality of their writing.

The majority of parents are very pleased with the school, typically saying that the staff are 'approachable, caring and very committed'. They find the headteacher particularly helpful. Parents value the school's supportive ethos and the way leadership and management actively promote pupils' personal development and secure their well-being. Although the school knows its overarching strengths and weaknesses, some of its self-evaluation is overly positive. This is because judgements have not been based on rigorous monitoring of teaching and learning or the robust analysis of recent data relating to younger pupils. This has impacted on development planning and resulted in the school being relatively slow to address weaknesses in Key Stage 1. Nevertheless, the school has a satisfactory capacity to improve, as demonstrated by improvements to the Foundation Stage and improved standards at the end of Key Stage 2.

## Effectiveness of the Foundation Stage

### Grade: 2

New leadership has provided the Foundation Stage with a renewed vigour and has secured significant improvements. Children start Nursery with skills that are similar to national expectations. During the past year, children made satisfactory progress in Nursery and Reception, and entered Year 1 with standards that are broadly average. Good teaching and an improved curriculum have quickened the rate at which children are learning and, as a result, achievement

is now good. There is a supportive atmosphere. Consequently, children are settled and cheerful. Children enthusiastically take part in a wide range of interesting activities. These are planned well for groups but planning does not take fully into account the needs of specific children. Good personal development results in children who work and play together happily. A recently introduced phonics programme and increased opportunities for children to write are helping to further improve the quality of children's reading and writing. A strong partnership with parents, including regular workshops where parents can work with their children, encourages parents and staff to work well together to support children's personal and academic development.

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

- Ensure that activities in lessons in Key Stage 1 are challenging and work is planned to fully meet the needs of all pupils.
- Provide pupils with more opportunities to write at length.
- Ensure that the monitoring of teaching and learning and analysis of data are more rigorous so that self-evaluation is more accurate and the school can better plan for improvements.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils start Year 1 with standards that are very similar to national expectations. In recent years, standards at the end of Year 2 have been below average, and they fell further in 2007. Pupils' progress was too slow, particularly in writing. Early indications are that improvements to the curriculum, including the introduction of phonics and some better teaching, are boosting progress in Key Stage 1, but there is still some way to go. Pupils make much better progress in Key Stage 2 because expectations are so much higher. They are able to catch up to where they should be. In 2007, standards at the end of Key Stage 2 improved, particularly in English. The proportion of level 4s was above average reflecting the school's drive to promote basic skills. Pupils with learning difficulties and/or disabilities and more-able pupils make better progress in Key Stage 2 than in Key Stage 1 because work is better matched to their needs.

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

### **Grade: 2**

Pupils enjoy school and really want to do well. Pupils have a very good time in the exciting and challenging lessons, but occasionally their enjoyment is limited when the activities do not meet their needs. A small number of parents expressed concerns about behaviour, including bullying. However, the inspection team found children's behaviour to be consistently good in lessons and around school, and outstanding in assemblies. The school has initiated a concerted drive against bullying and pupils are proud of their anti-bullying stance. They were confident that teachers quickly dealt with any fallings out. They say, 'The circle of friends really helps. We are getting better.' Pupils know how to keep fit and healthy. The pupils requested a salad bar and take their commitment to healthy eating very seriously. Pupils' commitment to protecting the environment is terrific as they closely monitor the use of resources such as gas and electricity. Even the youngest pupils carefully recycle paper. Pupils' increasingly mature attitudes will serve

them well in the future. However, their satisfactory progress in literacy and numeracy indicates that the skills that will contribute to their future economic well-being are satisfactory overall.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Relationships between teachers and pupils are warm and supportive. This helps pupils have the confidence to ask questions. Pupils' behaviour is managed well and there is mutual respect between pupils and staff. Lessons in Key Stage 2 are well planned and feature activities that are closely matched to pupils' needs. In these lessons, questioning is used well to extend learning. There is often a good level of challenge for more able pupils and appropriate support for less able pupils. Although teaching is improving in Key Stage 1, there are still too many lessons where expectations are not high enough. The work is not matched carefully enough to pupils' needs and there is a lack of challenge, particularly for the more able pupils.

### **Curriculum and other activities**

#### **Grade: 3**

The school has introduced some very interesting curriculum innovations, such as 'Write Dance' and 'Building Learning Power' that are improving learning. The introduction of phonics in Foundation Stage and Key Stage 1, together with a strong focus on basic skills in Key Stage 2, is helping to boost achievement. However, the curriculum does not fully meet the needs of all pupils in Key Stage 1. Links between subjects are improving and helping lessons become more interesting, but there are still insufficient opportunities for pupils in both key stages to write at length. There is good provision for pupils' personal and social education; as a result, pupils know how to keep healthy and safe. Enrichment is very good. Pupils say that they 'really love' the musical activities, and the introduction of Spanish has added further to pupils' enjoyment of learning. Visits and visitors bring learning alive and the pupils particularly appreciate the regular programme of residential visits and good extra-curricular opportunities. Good links with a local secondary school are helping to raise standards in mathematics by providing more challenge for higher-ability pupils.

### **Care, guidance and support**

#### **Grade: 2**

Good pastoral care contributes significantly to pupils' enjoyment of school and their personal development. The school is a caring community where pupils feel very safe and secure. Measures that safeguard pupils, including child protection procedures, meet requirements. Vulnerable pupils, including those with learning difficulties and/or disabilities, receive good personal support. Links with other agencies further enhance this good quality support. Some areas of the school environment suffer from a lack of good housekeeping. The Building Learning Power approach is providing pupils with the tools they need to become effective learners, particularly in Key Stage 2. Target setting combined with very high quality marking in Key Stage 2 results in pupils knowing exactly what to do to improve their work, and this has boosted their progress. Marking is not as rigorous in Key Stage 1.

## Leadership and management

### Grade: 3

Although the whole staff team and governors make an important contribution, the headteacher has been the driving force in securing pupils' good personal development and high standards of care. There are good links with parents, outside agencies and the wider community which support pupils' well-being. The school listens carefully to the views of both parents and pupils. A good effort is made to include staff and governors in the schools' self-evaluation. However, aspects of that evaluation are too positive. This is because there is insufficient direct monitoring of teaching and learning and a lack of focus on fully up-to-date information when considering attainment on entry and pupils' progress through the Foundation Stage and Year 1. The school does not always know enough about the causes of its weaknesses. Therefore it is not fully equipped to do something about them through development planning.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

29 November 2007

Dear Pupils,

Inspection of Langley Primary School, Solihull B92 7DJ

Thank you for being so friendly and polite when we came to inspect your school. We really enjoyed talking to you and listened very carefully to what you had to say. I am writing to tell you what we found out. You go to a satisfactory school with lots of good things to celebrate, such as the way you are looked after and the way you develop into such delightful, well-behaved children. We were very impressed by the way you care for the environment. It's really thrilling that you are going to get a wind turbine. We hope that your hard work on the dream playground pays off. The inspector who came into your singing assembly told me he really enjoyed it and your lovely singing really made his day! It was good to hear that you know how to keep fit and healthy and we think you make a good contribution to your school. You told us that you enjoy school, and especially the extra activities. The residential visits sound very exciting.

You work hard in your lessons. You are making similar progress to pupils in other schools and reach similar standards but your progress is uneven. Teaching is satisfactory overall. Pupils in Key Stage 2 make better progress than those in Key Stage 1 because of better teaching. We have asked your teachers to make sure that children in Key Stage 1 are set work that is not too easy or too hard for them. We have also asked your teachers to make sure that you get enough opportunities to complete long pieces of writing.

The people who run your school do a satisfactory job. They make sure the school is a very happy place where you are well cared for. We have asked school leaders to carefully check the quality of your lessons. They have lots of information about how you are doing at school and we have suggested that they look more carefully at some of that information in order to help them manage the school.

I wish you well for the future.

Yours faithfully,

Susan Walsh Lead inspector

**Annex B**

29 November 2007

Dear Pupils,

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

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Yours faithfully,

Susan Walsh  
Lead inspector