

# Langley Primary School

## Inspection report

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<b>Unique Reference Number</b>	103978
<b>Local Authority</b>	Sandwell
<b>Inspection number</b>	336210
<b>Inspection dates</b>	28–29 September 2009
<b>Reporting inspector</b>	Sue Aldridge

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 of pupils on the school roll</b>	368
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Linda Brettell
<b>Headteacher</b>	Dr Tony James
<b>Date of previous school inspection</b>	8 May 2007
<b>School address</b>	Titford Road Oldbury B69 4QB
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 19 lessons, and held meetings and informal discussions with governors, staff, pupils, parents and a representative of the local authority. They observed the school's work, and looked at the school's records, including those showing progress made by pupils, analysis of pupils' progress last year, plans for improvement, and external evaluations of the school's work.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the provision in raising attainment, particularly that of boys
- whether development work has been sharply focussed on improving pupils' achievement
- the school's capacity to sustain improvement.

## Information about the school

Langley is a large urban primary school. When children enter the nursery their skills are most often well below those expected. Most pupils are of White British heritage but there are above average proportions of pupils from minority ethnic groups. The percentage of pupils eligible for free school meals is above the national average and is too for pupils for whom English is an additional language. The proportion of pupils with special educational needs and/or disabilities is below average; these are mainly pupils with moderate learning difficulties or behavioural, social and emotional difficulties. As part of a local project aimed at raising standards, the school has received additional funding and support from the local authority since the last inspection. A new headteacher and deputy headteacher joined the school in September. The school has achieved the Platinum Healthy Schools Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Children in the Early Years Foundation Stage enter with generally low levels of basic skills. They settle well and have a sound start to their education, making satisfactory progress in all areas of learning. There is not enough emphasis on adult-led sessions to develop early literacy and numeracy skills in the reception class to secure good progress in these areas, and so children are not well prepared for the demands of more formal learning. The manager for the provision has made effective use of the data available, has a secure grasp of what needs to be done and suitable plans for improvement.

The newly appointed headteacher and deputy headteacher have experience of school improvement work in similar schools. Staff are fully committed to school improvement. They work hard to secure better outcomes for pupils, but improvement planning is not helping to drive improvement because targets are not always both challenging and realistic, actions are not expressed with sufficient clarity, and success is not measured precisely in terms of its impact on pupils' learning and development. Nonetheless, there have been some modest improvements in outcomes since the last inspection, particularly for younger pupils. However, standards by Year 6 have remained too low and there has been a decline in the progress made by older pupils each year since the last inspection. In most years, boys' attainment and progress has compared unfavourably with girls and standards reached by pupils with special educational needs and/or disabilities are too low. This places pupils at a considerable disadvantage when they move on to secondary school.

Pupils' inadequate progress is linked to significant weaknesses in teaching, particularly low levels of challenge, limited expectations of work rate and behaviour, and poor management of pupils. There is some good and even outstanding teaching, but effective practice has not been shared well enough. Weaknesses in attitudes to learning, low capacity for independent working, poor behaviour and low attendance rates play their part in limiting progress. Low attendance is a particular problem amongst pupils with special educational needs and/or disabilities. Too many pupils are allowed to take holidays during the school term, including those who already have poor attendance. Fixed term exclusions are too high and occur before the school has tried alternative strategies, such as out-of-class support. The school's arrangements to encourage good behaviour and attendance have not been sufficiently successful, and while they have

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been strengthened considerably by the new headteacher, the impact of this is not yet secure.

Weaknesses in self-evaluation are at the root of the slow pace of improvement. Evaluation has been carried out mainly by senior leaders and their assessments of the quality of teaching are over-generous, because they have not taken sufficient account of its impact on learning and progress. Teachers responsible for subjects or vulnerable groups of pupils have tracked pupils' progress, but have not been involved effectively in analysing the information in order to work out precisely where weaknesses lie, or to measure the impact of changes. As a result, they are unsure why improvement has been slow, what works well and what does not. Despite efforts to recruit, there is not a full complement of governors, and although governors are committed to the school they do not meet all their statutory duties or challenge the school enough on its work .

Pupils' spiritual, moral, social and cultural development is satisfactory. They have a good grasp of how to lead healthy lives and make sensible choices. Most feel safe in school and enjoy attending. A few have concerns about bullying, though they are confident that adults will listen to their concerns. Pupils willingly take on responsibilities and make a satisfactory contribution to the community.

### **What does the school need to do to improve further?**

- Increase the rate of progress made by pupils in reading, writing, mathematics and science so that 80% make significant improvement each year by ensuring that
  - work provides a challenge for pupils of all abilities
  - teachers have high expectations of pupils' behaviour, engagement in tasks and work rate and that they communicate these clearly to pupils in lessons
  - pupils have greater opportunities to develop their ability to work independently.
- Raise attendance to 94% and reduce the rate of exclusion by
  - ensuring that the school's behaviour policy is implemented consistently across the school
  - developing strategies that enable pupils to remain in school and continue learning as an alternative to fixed-term exclusion
  - strengthening partnerships with external agencies to provide more effective support for pupils who are poor attenders or who need help to improve their behaviour
  - reducing the number of holidays taken during the school term.
- Strengthen the capacity for improvement by
  - involving all leaders in the process of evaluation, in particular the evaluation of progress made by different groups of pupils
  - linking the evaluation of teaching to its impact on pupils' progress
  - revising the school improvement plan so that targets are both challenging and realistic, are accompanied by clear action plans and have success criteria that

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are linked to outcomes for pupils

- ensuring that governors meet their statutory duties in relation to community cohesion and equality of opportunity
- developing the role of governors in challenging and holding the school to account for its work.
- In the Early Years Foundation Stage, increase the progress made by children by providing more structured opportunities for them to acquire literacy and numeracy skills.

## Outcomes for individuals and groups of pupils

**4**

Although pupils enjoy coming to school they do not achieve well enough and standards are not rising fast enough across the school. In the 2009 national tests, standards were better in Year 2 than they have been for some time, but in Year 6 they remained low. The school's information on the progress made in each year group last year shows that in almost all year groups there was insufficient progress made in at least one of the core areas, reading, writing, mathematics and science. In many lessons, pupils do not make enough progress. For instance, they show a lack of interest or application or they work at too slow a pace, chatting about topics other than their work when they should be getting on quietly. The boys are generally less well motivated than the girls. When progress is good or better, pupils are inspired by teaching, keen to complete work and work at a good pace. They rise to the high expectations of staff and are motivated by timed tasks. The school does not analyse the progress made by different groups to see whether any groups are making better progress than others, although it tracks the progress of individuals each half-term. There is no significant difference in the progress made during lessons by pupils with special educational needs and/or disabilities or those from minority ethnic groups.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' behaviour</b>	<b>4</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>4</b>
	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

The planned curriculum is satisfactory and provides some good opportunities for enrichment that are enjoyed by pupils, such as visits and residential school journeys. However, there are many weaknesses in teaching. The guidance and support given to pupils is not effective in helping them improve their behaviour and attendance. When teaching is inadequate, the management of pupils is not secure and so time is lost in dealing with low level disruption. Low expectations are evident in a lack of challenge. For example it is not always made clear to pupils what they should have achieved by the end of a session of independent working. As a result, they coast and chat instead of getting on with a sense of urgency. In general, teachers assess pupils' skills and knowledge accurately, and use this adequately to plan work. This has recently been strengthened by setting pupils individual targets, and pupils approve of this. However, planning does not always take account of the personal targets for those with special educational needs and/or disabilities and there is an over reliance on providing adult support for these pupils, rather than giving them different tasks, for instance. This practice limits their development as independent learners. There is suitable support for pupils learning to speak English and some intervention programmes have been successful in accelerating their progress in this. A learning mentor has had significant success in improving attendance for some, but this has not extended to all those that need help, and links with the education welfare officer are not effective in securing the necessary improvements. Holidays during term-time have been approved for some persistent absentees. As a result there has been a downward trend in attendance. The school's behaviour policy is inconsistently applied and there are too many fixed-term exclusions of those who have behavioural difficulties. Strategies to help these pupils improve do not go far enough. There are behaviour management plans, for instance, but no arrangements until recently for pupils to work outside the classroom when their behaviour disturbs others.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	3

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<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

**How effective are leadership and management?**

Although the new leaders have accurately identified the broad areas that need improving, the developments that have taken place have contributed little to raising standards. The development plan has not been effective in securing the amount of improvement needed and is not precise enough about how the impact of initiatives on pupils' attainment will be evaluated. In the past middle managers have not been fully involved in self evaluation and as result they lack the skills to analyse effectively the schools performance. Governors ensure that there are robust arrangements for child protection and the vetting of staff and these are regularly reviewed. Pupils' feelings of safety and security are limited by a lack of vigilance on the part of some staff at lunchtimes in ensuring that disagreements and incidents are dealt with appropriately. A small number of governors share many responsibilities between them and this has led to a delay in fulfilling their duties in respect of community cohesion. A nominated governor was identified in June this year, but there has been no audit of what the school currently does or identification of what more needs to be done. There is a disability access plan, but governors have not reviewed this or reported on it as required. The limited analysis of the progress made by different groups, including boys and girls, is a significant omission given that data supplied annually to the school indicates considerable differences.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>4</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>



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## Early Years Foundation Stage

Children clearly feel secure and enjoy their time at school. From generally low starting points they make satisfactory progress, growing in confidence, developing their ability to get on with others and to learn. There is a good emphasis on hygiene and children remember to wash their hands, after playing outside for instance. Effective use is made of the outdoor learning area and the school environment, such as when children learn about nature by exploring the woodland area. There is a suitable balance of experiences across the areas of learning. However, there are not enough structured activities to systematically encourage basic reading, writing and numeracy skills in the reception class. Boys are less inclined to select activities that develop skills such as writing during sessions when they are able to select what they do. Parents value the provision and the way that it encourages children's enjoyment and progress, as well as the easy access to staff.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents are positive about what the school provides for their children. They are confident that children are safe there and all say that pupils enjoy school. They are less satisfied with the way that the school manages unacceptable behaviour, and inspectors agree with this. A small number wrote to say that they have noted improvements this term.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langley Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 367 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	52	21	46	0	0	0	0
The school keeps my child safe	24	52	22	48	0	0	0	0
The school informs me about my child's progress	19	41	24	52	3	7	0	0
My child is making enough progress at this school	21	46	22	48	3	7	0	0
The teaching is good at this school	24	52	18	39	1	2	0	0
The school helps me to support my child's learning	23	50	20	43	1	2	0	0
The school helps my child to have a healthy lifestyle	21	46	21	46	4	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	39	17	37	2	4	0	0
The school meets my child's particular needs	18	39	19	41	2	4	0	0
The school deals effectively with unacceptable behaviour	16	35	17	37	10	22	0	0
The school takes account of my suggestions and concerns	17	37	22	48	2	4	0	0
The school is led and managed effectively	15	33	24	52	1	2	0	0
Overall, I am happy with my child's experience at this school	24	52	19	41	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



30 September 2009

Dear Pupils

Inspection of Langley School, Oldbury, B69 4QB

You may remember that inspectors came to your school some time ago to see how well you are all doing. We are grateful to those of you who completed questionnaires and the group that spoke to one of us about school life.

We found out that children in the Nursery and Reception classes make satisfactory progress. We were pleased to see that you eat and drink sensibly at school and take plenty of exercise. Most of you say that you feel safe at school but a few are concerned about bullying. You are willing to take responsibility and help others in school as well as in the local community.

Our main concerns are that

- too many of you are not making enough progress to enable you to get the basic skills that you need to manage when you go to secondary school
- attendance is too low and there are too many exclusions
- behaviour is not good enough in some lessons and it gets in the way of learning
- the school has not improved enough since the last time inspectors visited.

We have asked the school to improve in all of these areas and have decided that the school should have help to do this. This means that inspectors will visit more often than is usual and they will check to see how much progress is being made.

Your help in making the school a better place is very important, especially, for some of you, improving your attendance, your behaviour in lessons and the rate at which you work.

We wish you all the best.

Yours sincerely,

Mrs S Aldridge

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