

Tribal Inspections
1-4 Portland Square
Bristol
Avon
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0845 1236001
Direct F 0117 315 0430
Direct email: fiona.allan1@tribalgroup.com



21 September 2010

Mrs Alison Wallis
Langley Green Primary School
Langley Drive
Langley Green
RH11 7TF

Dear Mrs Wallis

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 15 September 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please give my thanks to the members of staff and pupils who I spoke to during the course of the day.

As a result of the inspection on 16–17 October 2008, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

While pupils' attainment remains low, pupils' achievement overall is satisfactory because year by year pupils' learning and progress are improving and are satisfactory across the school. The school has worked hard to improve the quality of teaching and assessment and has given additional and more focused support to the large number of pupils who speak English as an additional language. This has had an impact on raising standards in English and mathematics for the majority of pupils so that this year standards in tests at the end of Key Stage 2 are closer to national expectations than they have been in previous years.

Teachers work hard to plan different tasks in the class for the pupils with different learning needs and specific language difficulties. This is largely apparent in English and mathematics where teaching focuses on the needs of different groups. Systems are in place to track the progress pupils make across the school and this is helping teachers to have a clearer picture of where pupils are in their learning and what they need to do next to improve. Planning is generally stronger and is carefully monitored by team leaders and the senior leadership team. However, some planned group

work does not offer enough challenge to all pupils and time is not always used efficiently in all lessons so that at times pupils do not make the good progress they should.

The stronger leadership and management team has focused on systems to track pupils' progress more accurately, to monitor teaching in classroom and to audit provision for English and mathematics so that support from teaching assistants can be more highly focused. These audits have given the senior leadership team a more accurate view of the schools' strengths and weaknesses. However, they recognise that there now needs to be a stronger focus on evaluating the impact of initiatives on the improvement in attainment of pupils. There is satisfactory capacity for continued improvement.

Good procedures have been introduced to specifically identify the needs of all pupils who speak English as an additional language. These include the deployment of multilingual support assistants in the lower age groups. These procedures are started early in the Early Years Foundation Stage and carried on through the school so that all pupils, including those that join the school after the Reception year, are given the right support. Training has been undertaken to increase the skills of teachers and teaching assistants who work with pupils in the classroom so that they have a greater understanding of their role in supporting learning with those working in a second language. However, the coordinator has not monitored the impact of the new system to judge whether it is having an impact on raising standards across the school.

Pupils speak very positively about the school and they demonstrate a good knowledge of how well they are doing at the school and if they have improved in their work recently. Many are confident that they will achieve the targets set for them and enthusiastically talked about some of the work of which they are very proud. The local authority has given appropriate support to the school through its regular monitoring visits and the support with training for working with pupils who speak English as an additional language.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Linda Kelsey
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in 16–17 October 2008

- more closely match work to individual pupils' learning needs
- follow up with rigour initiatives and areas for development identified by the school leaders so that improvements are consistently applied across the school
- carefully monitor the impact of support in the Early Years Foundation Stage for pupils who speak English as an additional language so that children's learning is extended
- ensure that all pupils have a clear understanding of what they need to do to improve their work, in mathematics as well as in English.