

Inspection of a school judged good for overall effectiveness before September 2024: Q3 Academy Langley

Moat Road, Oldbury, West Midlands B68 8ED

Inspection dates:

10 and 11 December 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Peter Lee. The school is part of the Mercian Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Daniel Parkes, and is overseen by a board of trustees, chaired by Kevin Davis.

What is it like to attend this school?

Pupils at Q3 Academy Langley behave impeccably. They are extremely proud to meet the school's high standards, which they affectionately dub the 'Langleylicious Way'. They know that their excellent manners and smart appearance send an important message to the local community.

Pupils have excellent attendance rates. They do not want to miss classwork. These ambitious pupils know that any absence can leave gaps in their learning. So, their 'can-do' attitude to learning means they are punctual to every lesson.

The school has very high expectations, which pupils meet effectively. Most pupils go beyond this as their teachers motivate them to become tenacious, resilient and dedicated towards achieving success. As a result, their achievement is excellent. For instance, 86% of pupils, including those with special educational needs and/or disabilities (SEND) and the disadvantaged, completed the English Baccalaureate this year.

Pupils enjoy taking part in an extensive range of extracurricular activities. This offer includes army cadets, theatre visits and skiing. These experiences enrich pupils' character, well-being and happiness.

Pupils care for each other. They say bullying is rare and they know what to do if it happens. Each pupil has a trusted adult to turn to about any concern if they need support.

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

The school has crafted a rich and well-structured academic curriculum. Its content provides the essential experiences pupils need for their future success and its superb design aims to help pupils tackle complex concepts well. As a result, pupils' outcomes are exceptional. For instance, disadvantaged pupils achieve excellent GCSE results. Most of these pupils go on to study academic A-levels subjects at sought after colleges.

Teachers' excellent subject knowledge underpins their precise delivery of the curriculum. They sequence tasks well and build concepts and skills with care. This detailed approach helps pupils to make progress in their learning. For instance, in physical education, pupils worked together to improve their invasion skills. They learn how to use vertical and horizontal space to outwit their opponents and to score better goals. These successes boost pupils' confidence and resilience across the curriculum.

Teachers use their expert subject knowledge to check for pupils' understanding in lessons. Pupils benefit because their teachers make immediate adjustments to correct and revisit any gaps in their knowledge. Pupils record these corrections in their exercise books. They find this useful when revising. As a result, pupils' ability to remember subject content is excellent.

The school identifies the needs of pupils with SEND with exceptional accuracy. Skilled staff work with teachers to weave adaptations into tasks with expert care. This well-thought-out approach enables these pupils to take part in full and thrive.

Reading is a top priority. Pupils who struggle to read get effective support from well-trained staff. They learn to read with fluency and use technical subject vocabulary with confidence. This success motivates pupils to read widely and often.

Pupils' behaviour and attendance are exemplary. For example, they move thoughtfully between lessons. The school teaches them the value of being polite and taking pride in their presentation. This drives pupils to create a memorable impression. For instance, they meet a different successful local employer every Friday. Pupils know this employer might offer them an apprenticeship in the future. These purposeful careers' opportunities build pupils' confidence for their next steps.

The personal development programme is exemplary. Pupils learn to use informed arguments in citizenship lessons about topics, such as the rule of law. They debate a topical news item every lunchtime. This helps them to respect the views of others. In turn, pupils learn how to be listened to with respect and courtesy. As a result, pupils acquire strong oracy skills for future public speaking competitions.

Staff feel valued. This is because the school supports their well-being and considers their workload. Hence, staff enjoy working here. Governors, trustees, and trust leaders hold the school accountable with crisp precision. This ensures the school's strengths are clear, and its priorities well directed. So, the school continues to flourish and grow.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be good for overall effectiveness in May 2019.

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 special educational needs and/or disabilities (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	141698
Local authority	Sandwell
Inspection number	10344046
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1445
Appropriate authority	The board of trustees
Chair of trustees	Kevin Davis
CEO of the trust	Daniel Parkes
Headteacher	Peter Lee
Website	www.q3langley.org.uk
Dates of previous inspection	8 and 9 May 2019 under section 5 of the Education Act 2005

Information about this school

- The school is part of the Mercian Trust.
- The school opened as an academy in 2016. At its last inspection in 2019, only pupils in Years 7 to 9 were on the school's roll. The school is now open to all year groups.
- The school currently uses four registered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- The inspectors held meetings with the headteacher, senior leaders, other staff and pupils. Inspectors also met with the trust leaders, including the CEO and the executive director of education.
- The lead inspector met with the chair of trustees, trustees, the chair and members of the local governing body.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View. They also took into consideration the responses to the confidential staff and pupil surveys, as well as speaking to staff and pupils throughout this inspection.

Inspection team

Antony Edkins, lead inspector	Ofsted Inspector
Mark Grady	Ofsted Inspector
Patrick Amieli	Ofsted Inspector

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