

Langley Park School for Girls

Inspection report

Unique reference number	137006
Inspection number	395330
Inspection dates	25-26 April 2012
Lead inspector	Samantha Morgan-Price HMI

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

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	11-18
Gender of pupils	Girls
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1600
Of which, number on roll in the sixth form	405
Appropriate authority	The governing body
Chair	Diane Carrington
Headteacher	Dr Anne Hudson
School address	Hawksbrook Lane South Eden Park Road Beckenham BR3 3BE
Telephone number	020 8663 4199
Fax number	020 8663 6578
Email address	info@lpgs.bromley.sch.uk

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Introduction

Inspection team

Samantha Morgan-Price	Her Majesty's Inspector
Christine Fogg	Additional inspector
Robert Miller	Additional inspector
Samuel Ofori-Kyereh	Additional inspector
Clare Verga	Additional inspector

This inspection was carried out with two days' notice. Forty-four lessons were observed and forty-two teachers were seen. Telephone discussions were held with parents in addition to meetings that were held with groups of students, governors and staff. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work and looked at, amongst other documents, the school's self-evaluation document, achievement data, the strategic plan and lesson observation records. A detailed work scrutiny was undertaken in English, mathematics and science. The inspection team scrutinised questionnaires completed by 625 parent and carers, 105 pupils and 86 staff.

Information about the school

This is a larger-than-average school that is heavily oversubscribed. It admits boys into Year 12, and they make up a tenth of the sixth form. Approximately three quarters of student are White British. The remainder are from a range of ethnic heritages including Black Caribbean and Black African who make up just under a tenth of the school's population. A lower-than-average proportion of students are supported at school action plus or with a statement of special educational needs. The proportion of students known to be eligible for free school meals is significantly lower than the national average. The school meets the government's current floor standard, which sets the minimum expectations for students' attainment. The headteacher was appointed in January 2011. The school became an academy-converter school in September 2011.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Langley Park School for Girls is a good school where students, carers and parents alike are proud of the achievements that have been made, especially since the new headteacher was appointed. Prior to the school becoming an academy, middle-ability students were not achieving as well as other students at the end of Year 11. After decisive action by the school, the gap has closed considerably for these students and most are now making good progress. Students' achievement in mathematics and English is very strong. The school is not outstanding as students' achievement and the quality of teaching are good.
- The sixth form is good in every respect. Students in the sixth form achieve well and their levels of progress improved in 2011.
- Teaching over time is good across the school, especially in mathematics. Teachers demonstrate good subject knowledge and develop very good relationships with students. These lessons encourage students to take risks when attempting tasks. In the few satisfactory lessons seen, teachers' planning does not address students' different needs as their performance data are not used effectively. As a result, learning activities in these lessons are not pitched appropriately. The level of challenge and variety of some tasks were limited. Some excellent marking was seen enabling students to understand the next steps in their learning. However, the quality of marking within subjects and across the school is variable.
- Students' behaviour is good in lessons and around the school. Students enjoy lessons and work well in pairs and in groups. Attendance is high and improving.
- Under the effective and passionate leadership of the headteacher, leaders, managers and governors have quickened the pace of improvements in students' achievement. Effective, sustainable systems have been implemented that have improved teachers' understanding of how well students are performing. The middle leadership team involvement in monitoring teaching is relatively new

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and the impact of its actions is yet to be fully realised.

What does the school need to do to improve further?

- Improve students' achievement throughout the school so that all students make at least good progress in all subjects by:
 - ensuring all teaching is good or better by increasing the level of challenge for all students
 - ensuring student performance data are used to plan lessons so that work is pitched appropriately, and that a variety of suitable tasks are set for students
 - improve the standard of marked work so that all students have a clear understanding of what they are required to do to improve their performance
 - leaders and managers increasing the level of scrutiny and analysis of teaching and learning so that they can monitor the effectiveness of their strategies and act quickly to make improvements.

Main report

Achievement of pupils

Students enter the school in Year 7 with above-average attainment. They make good progress to achieve standards in their GCSEs that are high, especially in mathematics and English. The achievement of middle-ability students has lagged behind other groups. From lesson observations, scrutiny of work and the school's own tracking, most are now making progress in line with their peers. Disabled students and those with special educational needs make progress in line with their peers. Students in the sixth form also achieve well, making good progress to achieve standards in AS level that are above average. The proportion of high grades achieved in both A- and AS-level courses is above the national average. The school has become more inclusive enabling students to enter with lower grades at GCSE. Most parents and carers said their child is making good progress at the academy; inspectors found this to be the case.

The vast majority of students enjoy their learning and want to do well in their studies. When teachers have high expectations of what they are capable of, students rise to the challenge and make good progress. From the work scrutiny undertaken and evidence from lesson observations, students are making good and improving progress in English and mathematics. In these lessons, students are not afraid to suggest solutions even though they may sometimes be wrong. In a Year 11 mathematics lesson where the teaching was good, the teacher expertly supported students to resolve questions on vectors. Students worked extremely well with each other to resolve the tasks set, challenging each other's answers. Working in groups is improving students' levels of oracy and social interaction. The school is soundly

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developing strategies to improve students' levels of literacy across all subjects. Peer and self-evaluation is being used well to enable students to gain a good understanding of how they are performing compared to their National Curriculum attainment targets.

Quality of teaching

Most parents and carers said that their child was taught well at school and inspectors agree. A very large majority of students also felt that the quality of teaching is good. In mathematics, where teaching is consistently good, students develop effective problem-solving techniques and are good independent learners. Teaching provides a good platform for students to learn well, including students who are disabled or have special educational needs. The teaching of literacy in English and across the school is sound and improving. Inspectors observed a lesson in English where students' reading skills were being developed satisfactorily. In the strongest lessons seen, teachers gave students tasks that provided challenge and opportunities to discuss their views with others. Outstanding teaching was observed in a sixth form class where students extremely competently discussed the use of speech and language in the play *Othello*. Some teachers' use of probing questions helped students to move quickly in their learning.

In a few lessons, teachers tended to talk for too long before students started their activities, limiting the time they had to complete their tasks. Effective implementation by teachers of the planned curriculum promotes students' development of social, moral, spiritual and cultural skills well. In a religious studies lesson, where the teaching was good, directed discussion led the students to reflect in a purposeful way. There were many opportunities for students to exchange views on animal and human rights. Teachers generally make very good use of opportunities to develop students' social skills in lessons and the curriculum helps to promote peer and group discussions highly effectively.

Behaviour and safety of pupils

Students' behaviour over time in lessons and around the school is good. Almost all parents and carers said the school keeps their child safe. Students were mostly of the opinion that this was the case. Pupils are courteous and polite to each other and to adults in the school. The large majority of parents, carers and students said behaviour is good in lessons and around the academy. A few parents, carers and students did comment that lessons were occasionally disrupted by low-level disruption especially when teaching is not challenging students. The school takes a hard-line approach to bullying and students know that their concerns will be taken seriously and treated fairly. They have a sound understanding of the different types of bullying. As a result of this, incidents of bullying are extremely rare with only one case of bullying reported since September 2011. There is good support and awareness training for students to deal with cyber bullying. Students' attendance is high and improving. Contributing to this are the effective strategies to reduce persistent absence. Students are appreciative of the many roles and responsibilities

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that have been introduced. Student leadership roles include student councillors, learning consultants, e-learning advisers and students who write the school bulletins. They are beginning to make a strong contribution especially in assessing the quality of teaching and supporting teachers to use information and communication technology more effectively.

Leadership and management

The senior leadership team and the governing body have embedded an ambition of high expectations for students. Target setting is ambitious. The level of students' attendance is high, and improving, with good procedures in place to monitor it. The good performance of the sixth form has been maintained since the previous inspection. Self-evaluation, including the headteacher's reports to the governing body, is realistic. Governors are knowledgeable of the school's priorities and have increased their level of scrutiny of the school's work. Governors' skills are now well matched to the needs of the school. These actions, coupled with the significant improvement in the achievement of middle-ability students, enable senior leaders to demonstrate a strong capacity to improve. The drive to secure accountability at middle leadership level is evident from recent initiatives to improve middle leaders' ability to self-evaluate the performance of their areas of responsibility. The school has recently undertaken the challenging, but essential, task of staff re-structuring. Significant actions to improve the quality of teaching have been identified and professional development themes are mapped to the priorities set to improve students' outcomes. However, the impact of these actions is yet to be fully realised. The professional development for teachers to improve their understanding of how well students are performing in relation to their targets has been effective.

The new curriculum design across the school better meets the needs of all students with a more balanced curriculum at Key Stage 3, and a broader curriculum offer at both Key Stage 4 and the sixth form. The curriculum in the sixth form has been significantly enhanced. Improvements include an increased range of personalised and vocational programmes more suited to some students' needs. Steps have been implemented to strengthen students' levels of literacy. The curriculum effectively promotes students' social, moral, spiritual and cultural development especially their social skills. However, the assessment of the impact of initiatives is not robust.

The arrangements to safeguard students' well-being fulfil statutory requirements. The closing of the gap for middle-ability students, the performance of disabled students and those who have special educational needs, along with the good actions for tackling discrimination, demonstrates that the school promotes equality and tackles discrimination well.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

27 April 2012

Dear Students



Inspection of Langley Park School for Girls, Beckenham BR3 3BE

We would like to thank you for helping us when we came to find out how well you are getting on. We particularly enjoyed visiting your lessons and talking to you. I am writing to let you know what we thought about the school. We judged that your school is good in all respects and that the headteacher, the senior teachers, governing body and other staff are working hard to improve the quality of education that you receive.

You achieve well throughout the school including those of you in the sixth form. Attainment in the GCSE examinations last year was high, especially in English and mathematics, and is set to improve further this summer. Your behaviour is good and your attendance is high. A large majority of you agreed that behaviour was good most of the time in lessons and around the academy. We know that you are proud of the responsibilities you undertake such as learning consultants and e-learning advisers. We also know that you have a strong voice through the student council which senior teachers take very seriously.

There are some things that the school can improve upon to help all of you achieve well. These are things we have asked leaders and managers in the school to do. Raise your achievement so that all of you are making above expected progress in all subjects by:

- making sure everyone is challenged in all lessons. This is achieved by teachers using the information they hold about your performance to plan lessons so that your work is pitched appropriately and you have a variety of suitable tasks set for you
- improve the standard of marked work so that in all subjects you have a clear understanding of what you are required to do to improve your performance
- senior teachers looking more closely at teaching and how well you are learning, so that they understand whether their actions are working and to ensure improvements can be made quickly.

You can help by contributing to your lessons at all times.

Yours sincerely

Samantha Morgan-Price
Her Majesty's Inspector

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