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21 May 2021

Donna Christy  
Headteacher  
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Dear Miss Christy

### **Special measures monitoring inspection of Langland Community School**

Following my visit with James Broadbridge, Her Majesty's Inspector (HMI), to your school on 5 and 6 May 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection that took place in September 2018. It was carried out under section 8 of the Education Act 2005. The monitoring inspection report is attached.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. We discussed the impact of the pandemic with you and have taken that into account in our evaluation.

Having considered the evidence, I am of the opinion that at this time:

**Leaders and managers are taking effective action towards the removal of special measures.**

**The school may appoint newly qualified teachers before the next monitoring inspection.**

I am copying this letter to the chair of the interim executive board, the regional schools commissioner and the director of children's services for Milton Keynes. This letter will be published on the Ofsted reports website.

Yours sincerely

Daniel Lambert  
**Her Majesty's Inspector**

## **Report on the second monitoring inspection on 5 and 6 May 2021**

### **Context**

Leaders have made some changes to the curriculum, due to the partial school closures. For example, some science topics have been reordered. Teachers are prioritising more time for practical work now all pupils are back in school.

Since the previous inspection, the school has left the Greenleys Federation and is currently governed by an interim executive board (IEB). This is to support the school to join a multi-academy trust.

### **The progress made towards the removal of special measures**

Despite significant changes in governance, the headteacher and senior leaders have remained steadfast in their drive to improve the quality of education. Leaders' plans and actions focus on the right priorities of improving the curriculum and pupils' behaviour. This is leading to calmer classrooms where pupils can learn more.

Leaders have successfully improved pupils' behaviour and attitudes both in class and during breaktimes. Pupils work harder in lessons because staff use the simple, agreed routines throughout the school consistently well. Incidents of disruption and aggression have reduced dramatically, as have exclusions. Pupils attend more regularly because leaders challenge absence before it becomes a habit.

Staff have received extensive support to improve their subject knowledge of phonics, reading and mathematics. This expert training has enabled staff to follow the agreed plans and policies closely. There is now a consistent approach in lessons which is helping pupils to know more and remember more.

Leaders recognise that pupils must be taught to read well. Staff teach phonics in a clear and logical order. The youngest pupils read more accurately than before. However, due to historic weaknesses in the English curriculum, many older pupils still have significant gaps in their knowledge of the basics, such as spelling and handwriting.

In mathematics, leaders have carefully set out the knowledge they intend pupils to learn, starting in early years. Teachers have access to high-quality training, plans and resources to help them to teach mathematics better. Teachers' expectations have risen in the subject. As a result, pupils now learn key mathematical knowledge in a logical order. However, older pupils still have important gaps in aspects of their mathematical knowledge, like times tables, which are holding them back.

In other subjects, curriculum planning provides a broad overview of what pupils will learn over time. However, in these subjects, planning does not provide sufficient detail on the exact knowledge pupils will learn and in what order. As a result,

individual teachers make their own decisions about what content is taught and when. This means that a series of lessons does not consistently link or build upon what pupils already know.

Staff in the school have had time to hone and improve their teaching of the English and mathematics curriculum because changes have been implemented gradually. Staff's well-being, workload and development remain a priority for leaders and are carefully monitored by the IEB. Staff turnover has reduced, helping improvements to stabilise.

Pupils with special educational needs and/or disabilities receive useful support. Leaders accurately identify pupils' needs and make appropriate plans to help them meet these. Strong cooperation with families is the cornerstone of this work. Parents are offered training and guidance to support their child's development, meaning that the support for pupils in school often extends into the home.

Since the previous inspection, the local authority has dissolved the governing body and an IEB has been formed to govern the school. The IEB includes appropriately skilled and experienced members who have quickly got to grips with the strengths and weaknesses of the school. They have remained focused on the immediate priorities for the school, such as the development of the curriculum and safeguarding procedures. Board members provide challenge to leaders to sustain and achieve further improvements. The members of the IEB are united in their ambition for the school to join a strong multi-academy trust.

### **Additional support**

Leaders have made good use of the external support available to them. This is helping the school to improve. Staff receive expert training from the local mathematics and phonics hubs. This has allowed staff to understand and deliver the mathematics and phonics programmes in a more methodical and competent way. Staff now understand and use the school's agreed approaches and techniques for teaching these subjects.

### **Evidence**

Inspectors held meetings with the headteacher, executive headteacher, senior leaders, members of staff, a local authority officer and two members of the IEB to discuss leaders' actions.

Inspectors also examined the school's curriculum plans, visited lessons in all year groups and viewed some samples of pupils' work in books. They heard pupils read and talked to pupils about their current experiences both in class and during breaktimes.

Inspectors reviewed the school's self-evaluation document, school improvement plans and the local authority statement of action. They considered the views of 18 staff and seven parents who responded to the Ofsted surveys.