

Inspection of a good school: Langley Park School for Girls

Hawksbrook Lane, South Eden Park Road, Beckenham, Kent BR3 3BE

Inspection dates:

6 and 7 October 2021

Outcome

Langley Park School for Girls continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if the inspectors were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

Pupils are proud to attend Langley Park. They appreciate the opportunities on offer and make strong progress through the curriculum.

Pupils described their school as a kind and safe place where they are able to learn without distraction. They learn to value and respect diversity. Pupils get along well together. They extend a warm welcome to their peers who are new to the school.

Staff have high expectations for all. They make sure that pupils benefit from a broad and deep curriculum. Leaders organise pupils' learning in each subject carefully. Staff focus on making sure that pupils understand and remember key knowledge and ideas. This means that all pupils achieve highly.

The behaviour of pupils is exemplary. Bullying is rare, and pupils are confident that it will be dealt with. Staff consider pupils' well-being as carefully as they do pupils' learning.

All pupils are expected to aim high, both in and out of lessons. Ensuring that pupils articulate their learning and opinions confidently is a clear priority. Pupils are encouraged to speak up and challenge unfairness and injustice. Leaders also prioritise pupils' reading and this enriches their learning in all curriculum subjects.

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

Pupils' progression through the curriculum is strong, including in the sixth form. They acquire extensive and secure knowledge across all subjects. This is because leaders have designed a curriculum that is rich and ambitious for all. In doing so, the leadership team has considered the needs of all pupils carefully.

The curriculum is planned to ensure that every pupil is prepared well for their next steps, both in learning and beyond school. In science, for example, pupils in Years 7 to 9 develop a deep understanding of key concepts in biology, chemistry and physics. This provides them with an excellent basis for further study at GCSE. In English too, leaders' careful selection of texts enables pupils to acquire an in-depth knowledge of contemporary and traditional literature. Pupils relate what they have previously learned to their study of new texts and authors.

The curriculum also weaves in well-planned enrichment experiences, from learning Japanese to playing netball. These regular sessions encourage pupils to explore and develop their interests. Pupils' wider development is further supported by the plentiful extra-curricular activities on offer, such as debating and clubs for sports and music.

Teachers' expertise in their subjects means that the curriculum is taught consistently well. For example, teachers sequence lessons to ensure that pupils secure and expand their knowledge progressively. Teachers check pupils' understanding carefully before moving on. They guide pupils skilfully on how to improve their learning. This develops pupils' confidence and prepares them well for the work that will come later. Pupils behave well and work enthusiastically in lessons, including in the sixth form.

Leaders continually consider what they need to do strengthen the curriculum further. For example, in geography, they planned to provide pupils with additional opportunities for fieldwork. Through this, leaders aimed to ensure that pupils applied and deepened their geographical knowledge. Leaders' plans were put on hold due to the COVID-19 pandemic. This work is now restarting.

Teachers understand the needs of pupils with special educational needs and/or disabilities. They have high expectations for these pupils' learning and support them effectively. Pupils who fall behind are identified and supported quickly, including in reading and mathematics.

Careers education throughout the school supports pupils well in making key choices. At GCSE, the vast majority of pupils choose to continue their study of languages and history or geography. Most pupils continue their studies at the sixth form, where they can choose from a wide range of A-Level subjects and other options. Pupils who are keen to explore alternative routes are supported to choose a suitable course.

The wider curriculum is strong. Staff have consulted with pupils and families in designing the provision on offer. Pupils learn about how to keep themselves safe, including how to form positive and healthy relationships. Leaders prioritise the teaching of current affairs and fundamental British values. Pupils talk knowledgeably about sensitive topics, including those related to diversity and equality.

Leaders set a strong culture of achievement. They develop and value staff's expertise. Both leaders and staff are well supported by the governing body and trust. Staff appreciate the support leaders offer, including with managing their workload.

Safeguarding

The arrangements for safeguarding are effective.

Strong safeguarding systems enable leaders and staff to identify and support pupils at risk. Both pupils and staff know how to report concerns. Pupils' welfare is well supported by the pastoral team. The safeguarding team are well trained to follow up concerns with outside agencies where needed. They make sure that pupils who need it receive effective extra support.

The curriculum educates pupils about how they can stay safe. Pupils learn about how to recognise risk and how to ask for help. This includes knowing where they can get support if they are worried about their emotional well-being.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The pandemic has held back leaders' plans to strengthen the geography curriculum through additional opportunities for fieldwork. Leaders need to build on their existing plans and ensure that pupils are able to further strengthen their knowledge and skills in this subject.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in April 2012.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137006
Local authority	Bromley
Inspection number	10200043
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Girls
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,708
Of which, number on roll in the sixth form	508
Appropriate authority	Board of trustees
Chair of trust	John Phillipson
Headteacher	Katie Scott
Website	www.lpgs.bromley.sch.uk
Date of previous inspection	20 September 2016, under section 8 of the Education Act 2005.

Information about this school

- The school makes use of three registered alternative providers.
- The headteacher took up post in September 2018

Information about this inspection

- 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 leaders, and have taken that into account in their evaluation.
- Inspectors met with the headteacher, deputy headteacher and senior leaders in charge of safeguarding and inclusion. Inspectors also spoke with governors and the chair of the board of trustees.

- Inspectors carried out deep dives in these subjects: English, science, art, languages and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered pupils' learning in other subjects, including physical education, drama and mathematics. This included visits to lessons and discussions with selected groups of pupils.
- To inspect safeguarding, inspectors spoke to leaders, staff and pupils. This included discussions with leaders about their work to identify and help pupils who may be at risk of harm. Inspectors also reviewed documentation, including the single central record of vetting checks on staff.
- Inspectors also considered the responses to Ofsted's surveys for parents, staff and pupils.
- Inspectors spoke to pupils in a range of year groups about their well-being and learning.

Inspection team

Alice Clay, lead inspector

Her Majesty's Inspector

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Ofsted Inspector

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