

# Inspection of a good school: Langley Hall Primary Academy

Station Road, Langley, Berkshire SL3 8GW

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Inspection dates:

23 and 24 November 2021

## **Outcome**

Langley Hall Primary Academy continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy coming to Langley Hall Primary Academy. They are eager to tackle the challenges of the school's ambitious and varied curriculum. Pupils develop important knowledge and skills in a wide range of subjects. They are keen to talk about and celebrate their learning.

Pupils particularly benefit from the school's extensive music provision. All pupils experience high-quality music tuition. They experience learning a range of instruments. They then learn to play their chosen musical instrument competently. Pupils are proud of their achievements in music. They show a high level of skill. Pupils enjoy participating in school concerts and productions.

Pupils are friendly and welcoming. They behave well and follow the school's routines sensibly. For example, pupils are sensible when staff escort them to the catering hall across the road to have lunch.

Pupils embrace the school's ethos, 'We're all valued equally'. They say that it is good to be different. Pupils learn about and respect different cultures, religions and beliefs. They say that bullying does not happen very often and that when it does, teachers take it seriously, sorting it out quickly. Pupils are happy and they feel safe.

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

Leaders are aspirational for all pupils. They have designed a curriculum that is underpinned by the school's motto, 'We prepare for life'. Staff teach pupils important knowledge and skills in a wide range of subjects.

In most subjects, leaders have carefully considered the order in which pupils learn important knowledge and skills. Pupils build on their prior learning well. In a small number of subjects, for example history and design and technology, leaders are in the process of refining the curriculum. They are making sure that the crucial knowledge that

pupils will be taught is ordered logically. In these subjects, pupils sometimes find it harder to remember what they have learned previously. They are not always able to build on their prior learning as successfully.

The school has a committed team of staff who share leaders' high expectations. Leaders support staff's well-being and they are mindful of staff's workload. Leaders provide effective training. There is a consistent approach to delivering the curriculum. For example, staff follow a well-structured programme for teaching phonics. Children get off to a strong start learning to read in the early years. They are excited to learn each new sound and are confident to use this knowledge when reading new words. As pupils move through the school, they become confident readers with a genuine love of reading.

Teachers are knowledgeable about the subjects they teach. They give clear, accurate explanations. They show pupils how to be successful in their learning. In the early years, teachers plan activities and provide a range of resources that support children's learning well.

Staff get to know pupils well, both academically and personally. They find out what pupils know and can do and assess pupils' individual needs. Staff use this information to plan additional support for pupils with special educational needs and/or disabilities (SEND). They also quickly identify pupils who need to catch up with their learning. Staff make sure that these pupils get the help and support they need.

Pupils listen attentively to their teachers and work hard. They are committed to their learning and are eager to do well. Those pupils with SEND work with concentration and a determination to succeed. Adults support pupils well during lessons and when working in small groups.

Pupils benefit from extensive opportunities that enrich their experience at school. A wide range of trips and workshops are planned to enhance pupils' learning in different subjects. For example, pupils go on residential trips, visit museums and take part in history and science workshops. Pupils enjoy visiting the school farm where they learn how to care for animals and to grow their own food. One pupil said, 'I love it! It's my favourite thing to do in school.' Pupils are also proud to take on roles of responsibility. For example, older pupils enjoy volunteering to read with younger pupils.

A significant minority of parents do not feel sufficiently informed about their children's learning. Some are not aware of the work of the school or the actions that leaders have taken when addressing their concerns. Leaders are working hard to communicate with parents about what is happening in school. Many parents value this. They appreciate the range of experiences on offer and the facilities their children use, such as the school swimming pool.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a culture where safeguarding is everyone's top priority. They train staff so that they have a thorough understanding of the signs that a child may be at risk of harm. All staff are vigilant in reporting any concerns they may have. Leaders respond to concerns quickly. They make sure that pupils are given the help and support they need.

Pupils learn how to keep themselves safe. They have a good understanding of road safety and how to stay safe online. Pupils know that they can talk to a trusted adult in school if they are worried.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, the order in which pupils will learn important knowledge and skills is not as precise as it could be. In these subjects, leaders have not identified with enough specificity when key concepts will be revisited. Leaders are in the process of refining the curriculum so that this information is more explicit. They should continue this work so that pupils are able to build on their prior learning and retain crucial knowledge in their long-term memory. For this reason, the transitional arrangements have been applied.
- A significant minority of parents feel that they are not kept informed about the work of the school well enough. These parents feel that they do not know enough about what their children are learning or the actions that leaders have taken to address the concerns they have raised. Leaders should explore additional ways to communicate their work with parents to ensure that parents are kept fully informed and to address the misconceptions that some parents have about the school.

## **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 first section 8 inspection since we judged the school to be good in November 2016.

## **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

<b>Unique reference number</b>	136951
<b>Local authority</b>	Slough
<b>Inspection number</b>	10200383
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	769
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Richard Carleton
<b>Headteacher</b>	Sally Eaton
<b>Website</b>	<a href="http://www.lhpa.co.uk">www.lhpa.co.uk</a>
<b>Date of previous inspection</b>	16 and 17 November 2016, under section 5 of the Education Act 2005

## Information about this school

- The school operates from two different sites. Pupils in Years 3 to 6 attend the site at Station Road. Children attending the early years setting, and pupils in Years 1 and 2, attend the site on St Mary's Road, Langley. The school operates a shuttle bus between the two sites.
- The school offers before- and after-school childcare provision for its pupils.
- The school runs a music academy on a Saturday.

## 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 school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff and pupils. The lead inspector also met with representatives of the school's local governing body and spoke to a representative from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, music and science. For each deep dive, inspectors met with subject leaders, looked at curriculum

plans, visited lessons, spoke to teachers, talked to pupils about their learning and looked at pupils' work. Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.

- To inspect the school's safeguarding arrangements inspectors met with leaders responsible for safeguarding and looked at relevant documentation, staff recruitment checks and training records. Inspectors also talked to a range of staff and pupils.
- Inspectors met with a range of pupils to discuss their views. This included formal meetings with pupils and informal discussions during playtime, lunchtime and in lessons. Inspectors also listened to pupils read.
- Inspectors spoke to parents and staff to gather their views. Inspectors also considered parents' responses to Ofsted Parent View and staff's responses to the staff survey.

### **Inspection team**

Leah Goulding, lead inspector

Ofsted Inspector

Jon Hills

Ofsted Inspector

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