

# Inspection of Langley Grammar School

Reddington Drive, Langley, Berkshire, SL3 7QS

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Inspection dates: 24 and 25 November 2021

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Sixth-form provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005.

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

Pupils and sixth formers love coming to Langley Grammar School and they thrive here. Leaders ensure all pupils experience a broad, ambitious academic curriculum coupled with first-class provision for personal development. As one parent commented, 'This is a wonderful school for the overall development of your child.'

Parents and pupils appreciate how the school expects pupils not just to excel in the more traditional academic subjects, but to broaden their horizons through creative, artistic and sporting subjects. Learning is further enriched and extended through the diverse range of interesting clubs, trips and visits on offer. The promotion of pupils' mental and physical health and their well-being is at the heart of all that leaders do. Pupils are grateful for the support of their teachers and rightly proud of their school and all that it offers.

Behaviour is exemplary, both in lessons and around the school site. Pupils are considerate and respectful. Older pupils look out for younger ones here. There are warm relationships between staff and pupils, and between pupils and their peers. Leaders ensure that pupils benefit from a range of support services. Any form of bullying or unkindness is not tolerated here, the school is a very supportive and safe place to learn.

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

An ethos of 'supporting pupils to become confident and well-rounded, independent and creative, responsible and caring' individuals underpins the exceptional provision at Langley Grammar School. Staff share the senior leaders' vision and high aspirations. There is a collective passion to provide every pupil with the very best academic curriculum and personal development. Leaders continually refine systems and improve the curriculum provision to meet pupils' needs.

Leaders have created an ambitious, first-rate curriculum that stimulates and challenges pupils and sixth formers. Subject leaders skilfully apply their expert knowledge to carefully select the order in which pupils learn new things and then bring their subjects to life. At any point, teachers know what pupils should learn and the goals they are working towards.

Pupils and sixth formers achieve exceptionally well across the whole curriculum. They are supported to become highly effective, independent learners. Typically, they take great pride in their work and engage enthusiastically in lessons, demonstrating a real thirst for learning. Any who fall behind, or need further support, are provided with bespoke assistance to help to address concerns and build resilience.

In lessons, teachers facilitate the innovative use of iPads by pupils which allows them easy access to reflect and build upon what they have learned before. This skilled use of tablet technology equips teachers with a swift and highly effective

feedback tool with which to challenge and motivate pupils. Pupils value this feedback on their work and comparing their work to others in their class.

Pupils enter the school with typically high reading skills, which staff capably hone and refine still further. Pupils develop into confident, fluent and reflective readers, who demonstrate a real enjoyment of reading. Teachers share a very strong focus on the precise use of subject language and developing pupils' vocabulary. This facilitates high-quality discussion and debate so enables pupils to develop deep, secure knowledge and understanding across the curriculum.

Strong leadership of the provision for pupils with special educational needs and/or disabilities and disadvantaged pupils ensures that they flourish. Teachers are well equipped with useful information to support pupils' learning. Leaders, teachers and support staff work together as a team to meet these pupils' pastoral and academic needs very well.

The school offers exceptional learning environments. Pupils' behaviour is excellent; they are calm, respectful, and polite. Pupils feel particularly well supported by the school's pastoral team and they trust that staff, and older pupils, will support them should they have any concerns.

The provision for pupils' personal development is outstanding. High-quality personal, social and health education equips pupils to become caring, respectful and responsible citizens in 21<sup>st</sup> century Britain. Pupils benefit from a huge programme of day visits, visiting speakers, residential trips and access to the many artistic, sporting and activities-based clubs on offer. They are actively encouraged to develop leadership skills, proudly taking up opportunities to showcase the school or to support others. A well-organised programme of careers education and guidance ensures that all pupils are very well prepared for their next steps beyond sixth form.

There is no complacency from leaders or governors. Governors ensure that the school fulfils its statutory duties, have high expectations and hold leaders to account. Governors and leaders are constantly seeking to adapt and improve the school. Senior leaders also actively work with other local schools to support wider improvements in the area.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a well-established culture of vigilance at Langley Grammar School. Highly organised systems and an effective team approach involving governors, leaders and pastoral staff ensure that all pupils are kept safe. Pupils feel secure, look out for each other and trust adults will listen to any concerns they may have.

Staff receive regular high-quality training and there are clear procedures for reporting and acting on any concerns. Safeguarding leaders' records demonstrate how swiftly and effectively the school supports vulnerable pupils. Leaders proactively

seek and secure support from external agencies when necessary to ensure that pupils get the help they need.

## **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>	136521
<b>Local authority</b>	Slough
<b>Inspection number</b>	10199378
<b>Type of school</b>	Secondary grammar
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1246
<b>Of which, number on roll in the sixth form</b>	370
<b>Appropriate authority</b>	The governing body
<b>Chair of governors</b>	Julian Kirk
<b>Headteacher</b>	John Constable
<b>Website</b>	<a href="http://www.lgs.slough.sch.uk">www.lgs.slough.sch.uk</a>
<b>Date of previous inspection</b>	6–7 March 2007

## Information about this school

- Langley Grammar School converted to become an academy school in April 2011. When its predecessor school, with the same name, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school has expanded in size over recent years. Last summer it moved into the second of its two new buildings, provided through a significant building programme over recent years.
- The school does not currently make use of any alternative providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical educational qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- 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.
- Deep dives were conducted in English, mathematics, science, geography, modern foreign languages and music. As part of these, inspectors met with subject leaders, visited lessons, talked to pupils about their work and met with teaching staff to talk about their approach to designing and delivering the curriculum. In addition, meetings were held with the leaders of history, physical education and personal, social and health education to discuss curriculum plans and provision in these areas.
- Meetings were held with the headteacher, senior leaders, subject leaders, the special educational needs coordinator and other members of teaching and support staff.
- Remote meetings were held with four members of the governing body and two representatives from the local authority.
- Meetings were held with groups of pupils and sixth formers to discuss their views about many different aspects of their school. Inspectors also held informal conversations with pupils at break and lunchtime.
- The views of pupils, parents and staff represented in meetings and the responses to Ofsted surveys were considered.
- Inspectors reviewed the school's policies and practices and met with safeguarding leaders to evaluate the effectiveness of safeguarding. Records of safeguarding incidents were scrutinised and discussed. Inspectors also reviewed the school records of the recruitment checks made on adults working in the school.

## Inspection team

Matthew Newberry, lead inspector	Her Majesty's Inspector
Paul McKeown	Ofsted Inspector
Steve Baker	Ofsted Inspector
Christopher Doherty	Ofsted Inspector
Lucy English	Her Majesty's Inspector

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