School report

Inspection of Langley Park School for Girls

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

Inspection dates: 16 and 17 November 2022

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Good**
Leadership and management	**Good**
Sixth-form provision	**Outstanding**
Previous inspection grade	Good

What is it like to attend this school?

Pupils flourish into independent, confident young adults at this school. Parents and carers typically said that the school empowers pupils and stretches them academically. This is because leaders have created a culture of high expectations for pupils matched with high-quality care and support. Pupils are happy and safe. They behave extremely well. Teachers deal with any rare incidences of bullying quickly and efficiently.

The school curriculum supports pupils to excel. It provides pupils with essential knowledge and skills while offering opportunities for them to immerse themselves in subjects that they enjoy. Pupils are calm in classes and around the school between classes.

Pupils take part in a range of sports, dance and music clubs throughout their time at the school. The school fosters working relationships between pupils across year groups. For example, students in Year 12 support younger pupils with reading. Pupils have access to unbiased, well-planned careers advice which they value. As a result, students in the sixth form are typically ambitious for their futures and know what they want to do as a career after they have finished their studies.

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

The curriculum across the school is ambitious. In many subjects, leaders' expectations go beyond the national curriculum. For example, pupils have developed advanced skills in dance by the end of Year 9. The curriculum in Years 7 to 11 prepares pupils to progress successfully into the sixth form, where the curriculum is also ambitious. A high proportion of pupils study the GCSE subjects of the English baccalaureate.

The curriculum is well sequenced from Years 7 to 13. In some subjects, leaders have planned out the curriculum in precise detail. For example, pupils in Year 7 build their art skills using digital sketchbooks in creative digital media. They also develop their stitching skills using sewing machines in textiles. These skills are deepened throughout Years 8 and 9. Pupils are then well prepared to study textiles and fashion at GCSE. In a few subjects, leaders' work to further refine the curriculum is ongoing or has been recently completed.

Teachers are experts in their subjects. They challenge pupils to think hard in preparation for their GCSEs and further study. In most classes, teachers systematically check that pupils understand what has been taught. Teachers regularly provide feedback to pupils on how they can improve their work. In the sixth form, students are supported to be self-reliant learners. In many subjects, they complete pre-reading before starting new topics. Students are also provided with time and support to read beyond their subjects as part of the school's 'super curriculum'.

Pupils are polite, kind and respectful to one another. They have strong professional relationships with their teachers. Behaviour does not disrupt learning. Leaders provide effective support to any pupils who do not meet their high standards for behaviour. Pupils said that they felt that they could be themselves. They spoke about sensitive issues with maturity and self-confidence. Students in the mixed sixth form are reflective and inquisitive.

The curriculum is equally as ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). If pupils need extra help to learn to read, the school supports them to do so. Sometimes, teachers do not provide all pupils with SEND with the support they need to understand new learning fully and remember what they have learned. In the sixth form, students with SEND complete their studies successfully with the support of their teachers.

Every two weeks, all pupils in Years 7 to 10 attend enrichment activities. They can choose from a wide range of clubs, including beginner's Japanese. Pupils are encouraged to take part in the school council, and some set up their own clubs and societies. Careers education is prioritised. Teachers regularly discuss career possibilities during subject classes. In the sixth form, students are placed into subject-themed tutor groups. This helps subject teachers to support students effectively with university applications. Leaders are working to enhance the quality of personal development classes so that they build pupils' understanding over time more systematically.

The school is being well led and managed through a period of transition in senior leadership. Those responsible for governance provide appropriate support. The local governing body and trustees have the required expertise to carry out their duties to support and challenge school leaders in equal measure. Staff are proud to work at the school. They praise leaders for supporting their mental health and for providing useful professional development opportunities. Staff said leaders listen to them and are mindful of their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured there is an established and well-trained safeguarding team. Staff know the pupils and the local community well. Staff identify at an early stage any pupils who need support. Leaders have identified a need to provide increased mental health support for pupils following the COVID-19 pandemic. Leaders ensure that pupils rapidly receive the help that they need. Leaders communicate frequently and appropriately with parents. Records of any actions taken by leaders are well organised and highly detailed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Provision for pupils with SEND is variable across subjects in key stages 3 and 4. A few pupils with SEND find work particularly challenging and are not supported effectively to keep up with their peers. The needs of pupils are not communicated to staff as clearly as they could be. Sometimes, teaching over-relies on pupils taking responsibility for meeting their own needs or on teaching assistants to provide support. When teaching assistants are then not present in class, pupils with SEND sometimes struggle to understand new learning. When this happens, pupils with SEND do not build cumulative curriculum knowledge as effectively as they could. Leaders should ensure pupils with SEND are supported effectively to learn and progress throughout key stages 3 and 4.

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.

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	10240260
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	1718
Of which, number on roll in the sixth form	515
Appropriate authority	Board of trustees
Chair of trust	John Phillipson
Headteacher (acting)	David Webb
Website	www.lpgs.bromley.sch.uk
Date of previous inspection	6 and 7 October 2021

Information about this school

- The school uses one alternative provision provider.
- 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 education qualifications and apprenticeships.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and other senior leaders. Inspectors met with leaders with responsibility for SEND, careers education, personal, social and health education, behaviour, early reading and pupils' wider development.
- Inspectors carried out deep dives in these subjects: physical education, English, mathematics, geography and computing.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors considered the school's policies and procedures for safeguarding and supporting pupils' health and safety, as well as their welfare and well-being. This included looking at case studies and reviewing the school's record of pre-employment checks.
- Inspectors met with representatives from the local governing body and the trust.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Guy Forbat, lead inspector	His Majesty's Inspector
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Polly Haste	His Majesty's Inspector
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