

# Langley Hall Arts Academy

Symphony House, 4 Waterside Court, Langley SL3 6EZ

**Inspection date**

20 July 2022

**Overall outcome**

**The school is likely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1)–2(2)(b), 2(2)(d)–2(2)(e)(iii), 2(2)(h)–2(2)(i), 3–4*

- Leaders have constructed a curriculum based around the school's motto 'choose a remarkable life'. Leaders intend that pupils' education will be enhanced by additional time devoted to music lessons, including music tuition. Leaders intend for pupils to study for GCSE music in Years 7 and 8 and A-level music in Years 9 to 11. Pupils will take GCSEs in other subjects in Year 11.
- Leaders intend that the range of subjects on offer are likely to meet the requirements of the independent school standards and to support pupils to acquire speaking, listening, numeracy and literacy skills. They intend for pupils to follow an academic curriculum broadly in line with the requirements of the national curriculum. At GCSE level, the English Baccalaureate group of subjects will be prioritised.
- Leaders intend for pupils to attend school full-time for 36 weeks a year. The typical curriculum will be suspended for up to six weeks of that time to allow pupils to devote time to music and drama performances and educational visits. These are planned to include significant engagement with the local community.
- Relationships and sex education will be provided to pupils. A statement about this is published on the school's website. Leaders have made the statutory provision for parents and carers to withdraw their children from the sex education aspect of this. They intend to consult with parents as they review and revise the policy.
- Leaders' plans and associated schemes of work indicate that the curriculum will be logically sequenced to build pupils' knowledge over time. Subject leaders spoken to demonstrate a secure understanding of how pupils' knowledge will progress. They understand the importance of using assessment to check pupils' gaps in learning. All subject schemes contain adaptations for pupils who are less and more able. In addition, leaders intend some classes such as mathematics will be split by ability.
- Leaders have considered the potential support required for pupils who have special educational needs and/or disabilities. Teachers will be supported by the qualified special educational needs coordinator (SENCo) to adapt learning for these pupils.

- The curriculum is well resourced. The proprietor has built a science laboratory in a local primary school that will serve as a science classroom for pupils in the secondary school. Several subjects have been planned using commercial schemes, textbooks and resource books.
- Leaders intend for all staff to have subject and teaching expertise. They intend that adults teaching academic subjects will hold qualified teacher status. Adults teaching arts and sports subjects will have subject expertise. Initially, most teachers will be employed by the primary school that will act as a feeder school to the secondary school. These teachers will be seconded to the secondary school.
- Leaders plan for adults to use positive reinforcement to manage pupils' behaviour. Clear plans and policies exist. They are likely to encourage pupils to behave well.
- The requirements of this part are likely to be met.

## Part 2. Spiritual, moral, social and cultural development of pupils

### *Paragraph 5–5(d)(iii)*

- Pupils' spiritual, moral, social and cultural development has been prioritised in leaders' planning and is likely to be a strength. Leaders plan for all pupils to learn musical instruments and to participate in music tours, including a planned visit to Rome.
- Leaders intend for performance to be a core part of the curriculum. This is likely to promote pupils' self-esteem and self-confidence. Personal tutoring sessions are intended to support self-knowledge and the importance of maintaining positive mental health.
- Leaders have purchased a commercial scheme to support pupils' learning about personal, social, health and economic (PSHE) education. Pupils will also study life skills and general studies to increase their understanding of the wider community.
- Leaders' philosophy that 'we are all valued equally' will be taught from the start. It is intended that through this philosophy, pupils will learn to promote equality and respect. Leaders intend that pupils will learn not to tolerate unkindness and prejudice.
- Leaders intend to employ a careers adviser to ensure that pupils have access to impartial careers advice. This will be taught through general studies initially and later through specific careers lessons. Leaders plan for pupils to visit careers fairs and local businesses also. Leaders plan for visitors from a wide range of artistic and business backgrounds to visit the school to talk to pupils about how to 'choose a remarkable life'.
- Pupils will learn about fundamental British values through the entire curriculum. Leaders expect pupils to learn about democracy and the rule of law through making choices in school. Later they plan for a school council to support pupils' understanding of democracy.
- Leaders understand their duty to ensure that visitors to the school are vetted so that they do not promote partisan political views. Leaders understand that pupils should be presented with balanced views as part of learning about the world around them. They intend for pupils to learn to 'be questioning and independent of thought'.
- The standard in this part is likely to be met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7–7(b)*

- The experienced designated safeguarding lead (DSL) and other safeguarding leaders are well trained and knowledgeable about safeguarding and child protection. They have written a policy and procedures that meet statutory requirements and are published on the school's website. This covers the 'Prevent' duty and whistleblowing procedures and reflects other local risks to pupils' safety.
- Leaders plan for all staff to be trained in safeguarding as part of their induction. This training includes how to use the intended electronic reporting system where safeguarding and behaviour incidents and concerns will be logged and monitored. There will be further training and updates in safeguarding as required, in line with statutory guidance.
- Leaders intend for pupils to learn about how to keep themselves safe as part of the PSHE curriculum. Leaders have considered the risks associated with pupils' walking along a busy road when they move between school sites. Pupils will be accompanied by multiple members of staff to ensure that they walk sensibly and safely.
- The headteacher and other leaders are trained in safer recruitment and have ensured that all the requirements for the checks on the suitability of staff are likely to be met.
- Leaders have considered carefully the potential complications of secondary-age pupils learning in the primary school building. Their plans consider safeguarding risks.
- Governors and proprietors understand that they are responsible for safeguarding. They intend to use local authority processes similar to those used in the associated primary school to monitor and check that safeguarding and child protection is prioritised and effective.

#### *Paragraphs 9–10*

- The behaviour policy promotes a positive approach to managing pupils' behaviour and is likely to help pupils to behave well. The policy sets out clear sanctions and rewards. The policy links closely to the school's overall ethos of developing the whole child. Leaders plan for pupils to learn to listen to each other and to learn to understand that everyone is different as part of their approach to managing behaviour.
- There is an anti-bullying policy which demonstrates leaders' understanding of the importance of positive interaction between pupils. Leaders intend that staff and pupils adopt a 'golden code' whereby everyone must 'be gentle, be helpful, listen and work hard, look after property, show respect, be honest'. Life skills and PSHE lessons will also promote fairness and an anti-bullying message.
- The SENCo and other staff are well trained in mental health support. They understand where to go to get external help should any pupil need support to manage their behaviour or mental health needs. In addition, the DSL and SENCo are knowledgeable about issues that may cause bullying, such as social media pressures and pressures about body image.

#### *Paragraphs 11–16(b)*

- Policies for health and safety, first aid, fire safety and risk assessment are all in place and likely to meet requirements if implemented effectively. Leaders intend for staff to

be trained as first aiders and fire marshals and to have relevant health and safety training. There is a lockable cabinet for medicines.

- The proposed site has had appropriate recent checks on fire and site safety, carried out by suitably qualified assessors. The school has suitable and labelled fire exits, fire doors, extinguishers and smoke detectors. There is an external fire escape from the first floor of the secondary site. This is alarmed so that leaders will be alerted should the door be accidentally opened. A fire risk assessment, plan for regular checking of equipment and appropriate certification are in place.
- One of the proprietors intends to oversee that health and safety procedures are followed rigorously. Leaders have recently appointed a new site manager to maintain the different school sites run by the secondary and associate primary schools. Regular checks on the building, facilities, procedures and fire equipment are planned to be carried out at appropriate intervals.
- The proposed staffing arrangements are fit for purpose. Leaders intend to employ specialists, many of whom will be seconded from the primary school. All staff have been formally interviewed and will receive induction training about the procedures to follow in the new school.
- Leaders have purchased an electronic system to record admission and attendance information. They are knowledgeable about registration requirements. Leaders intend to keep multiple contact numbers for pupils in case of absence. They intend to conduct home visits if pupils are unaccounted for.
- There is a suitable risk assessment policy and associated risk assessments in place for the management of the multiple sites pupils will access, pupils' welfare and safety, visitors, trips and activities. Leaders have considered a range of possible risks and know the importance of keeping risk assessments updated in line with pupils' particular needs.
- The standards in this part are likely to be met.

#### Part 4. Suitability of staff, supply staff, and proprietors

*Paragraphs 18(2)–18(3), 19(2)–19(3), 20(6)–20(6)(c), 21(1)–21(3)(b), 21(5)–21(6)*

- Leaders are knowledgeable and trained in safer recruitment requirements. They understand the required checks necessary on all adults who work in the school. This includes staff, supply staff, leaders, proprietors and any contractors. Leaders understand the need to check and accompany any visitors or volunteers.
- There is a single central record in place showing that the required employment checks have been made. These include identity, management and medical checks. Recruitment files are kept securely.
- The standards in this part are likely to be met.

#### Part 5. Premises of and accommodation at schools

*Paragraphs 23(1)–23(1)(c), 24(1)–24(1)(b), 25–29(1)(b)*

- The school proposes to use a main school site which is situated in a business estate. The site has its own access. The inside of the premises has been remodelled to suit the requirements of a school prioritising music education. There are four classrooms,

several music practice rooms and a large performance and assembly space. These are clean, well maintained and have suitable heating, lighting and acoustic conditions.

- Outside, there is a playground space and a small grass area. The playground space is fenced so that pupils will be secure on the site. Leaders plan to make the grass space secure if they decide to allow pupils to use it. There is outdoor and emergency lighting installed on the external walls of the building.
- There are two external fire escapes, one of which opens onto a metal-staired escape route from the first floor. Leaders have made sure both doors are alarmed so that they know if one has been opened. They have put in place a risk assessment which sets out expectations for the safe use of this escape route.
- The proprietors propose that a medical space will be set up 'as needed' by sectioning off a corner of a corridor with medical screens. This section of the corridor contains drinking water and is close to a toilet and sink.
- Leaders propose that pupils use a purpose-built science laboratory and a performance hall for drama and dance, situated in the upper-school site of the local associated primary school. These are well maintained. Swimming facilities, including changing rooms, at the lower-school site will also be used regularly by the secondary school.
- The dining space is in a separate building along a busy road from the secondary school, opposite the primary school. Leaders have put strict procedures in place to ensure that pupils will be accompanied by staff as they walk to the dining hall and cross the busy road.
- There are an adequate number of toilets and washing facilities for pupils to use on the main school site. These are either single cubicles or separate for boys and girls. An additional portacabin has been installed with extra toilets. This had not been plumbed in at the time of the inspection. Leaders have also designated toilets in the primary school as being for the sole use of secondary school pupils. Further toilets are available for pupils to use in the dining hall and the swimming pool changing rooms.
- There are no changing spaces in the main school site. Leaders intend that pupils will use public sports facilities for physical exercise.
- There is adequate drinking water available from an installed water fountain in the main school building. Water for washing is of a suitable temperature.
- The requirements of this part are likely to be met.

## Part 6. Provision of information

*Paragraph 32(1)–32(1)(d), 32(1)(f)–32(1)(j), 32(2)–32(4)(c)*

- The school's website has been populated with the required information and policies that must be available to parents. This includes the contact details of the proprietor body. Paper copies are to be made available to parents upon request.
- Leaders are aware of the requirement to publish other information as it becomes available, including inspection reports, details of the school's academic performance and the number of any complaints dealt with through formal procedures.
- Leaders have planned how they will report to parents and carers about pupils' progress and attainment. Parents will receive termly reports and will also be able to view information more regularly on the school's electronic remote learning system.

They understand the need to provide annual accounts to the local authority where that might be required, for example for pupils who have an education, health and care plan.

- The standards in this part are likely to be met.

## Part 7. Manner in which complaints are handled

### *Paragraph 33(a)–33(k)*

- There is a written complaints policy that is on the school's website. The policy is in line with legislation. It allows for complaints to be considered on an informal basis initially. There is then provision to move to a more formal basis and a panel hearing if required.
- The policy sets out the requirement for panel hearings to contain a person independent of the leadership and management of the school. It sets out that any recommendations be provided in writing, including to the person complained about if appropriate. Timescales clearly explain how long each stage of the complaints process will take.
- The standard in this part is likely to be met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1)–34(1)(c)*

- Proprietors and leaders have made sure that they understand the requirements of the independent school standards since the previous pre-registration inspection. During the inspection, minor adjustments were made to the school site and some policies to ensure that they are fully in line with the requirements of the standards. Leaders understand their responsibility to ensure the standards are met consistently.
- Leaders and proprietors are knowledgeable about education. They have experience in opening and running successful educational establishments. Since the previous pre-registration inspection, the proprietor body has recruited new members with additional specific experience in secondary education. The DSL and SENCo are suitably qualified and knowledgeable. Subject leaders also demonstrated a strong understanding of secondary education and secondary-level curriculum requirements.
- Leaders, governors and proprietors have set out a suitable programme for monitoring the curriculum, standards, behaviour and well-being. They intend for there to be six governor meetings a year, where governors will challenge and support leaders to run the school effectively. Performance management procedures are set out to ensure that teachers fulfil the requirements of the teaching standards.
- Proprietors, governors and leaders have a strong moral purpose. Leaders have a secure understanding of the school's role in promoting welfare, health and safety, as reflected in their policies and procedures and through discussions throughout the inspection.
- The standard in this part is likely to be met.

## Schedule 10 of the Equality Act 2010

- The proprietor has produced an accessibility plan that sets out appropriate steps to ensure that pupils who are disabled have access to information, the curriculum and

the physical environment. The premises are not suitable for wheelchair users because there are staircases in the building and no lift access to the performance and assembly space.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.



## Proposed school details

Unique reference number	149466
DfE registration number	871/6008
Inspection number	10237345

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other Independent School
School status	Independent School
Proprietor	Langley Hall Arts Limited
Chair	Sally Morrison
Headteacher	Claudio Di Meo
Annual fees (day pupils)	£12,720
Telephone number	01753580516
Website	<a href="http://www.langleyhallarts.greenhousecms.co.uk">www.langleyhallarts.greenhousecms.co.uk</a>
Email address	<a href="mailto:sally@langleyhallartsacademy.co.uk">sally@langleyhallartsacademy.co.uk</a>
Date of previous standard inspection	Not previously inspected

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11 to 16	11 to 16
Number of pupils on the school roll	Not applicable	130	130

## Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	130

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	Not known
Of which, number of pupils with an education, health and care plan	Not applicable	Not known
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Not known

### Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	4
Number of part-time teaching staff	Not applicable	21

### Information about this proposed school

- Langley Hall Arts Academy is proposed to be a secondary school providing education with a music and arts focus for pupils aged between 11 and 16. It is intended to be a 'follow on' school from the existing registered free school, Langley Hall Primary Academy, but is not restricted to pupils from that provision.
- The proprietor proposes that the school will open in September 2022 for 26 pupils in Year 7. The school plans to admit further pupils into Year 7 in each following year until it reaches a capacity of 130 pupils in Years 7 to 11.
- The proprietor intends for the school's main site to be located in a business complex in Langley. Pupils will have science, drama, dance and some music lessons at the upper-school site of Langley Hall Primary Academy, Station Road, Langley, SL3 8GW. The proprietor proposes to buy into the catering facilities operated by the primary academy.
- There is limited outdoor space on site, so the school intends that physical education will take place at a local leisure centre. The secondary academy will also pay to use the swimming pool at the lower-school site of Langley Hall Primary Academy, St Mary's Road, Langley, SL3 6BZ for pupils' weekly swimming lessons.
- Initially, staff from the primary academy and other staff have been appointed on a part-time basis so that pupils receive specialist teaching. As the school grows with the addition of an additional year group each year until it is full, so the proprietor intends to increase the staffing numbers and move to more full-time teachers.

- The school will have a broadly Christian character.

## Information about this inspection

- The inspection was commissioned by the Department for Education. The purpose of the inspection was to determine whether the school is likely to meet the independent school standards.
- This was the school's second pre-registration inspection. The first pre-registration inspection was on 18 January 2021.
- The inspector met with the headteacher, the chair of the proprietor body, other proprietors and the education consultant supporting the application. The inspector also met with other members of staff, including the proposed designated safeguarding lead and the proposed special educational needs coordinator.
- The inspector toured all the proposed premises with the headteacher, an education consultant and the proprietor. The inspector considered and discussed a range of documentation and records provided by the proprietor as evidence towards the standards. These included behaviour, curriculum, safeguarding and health and safety information.

## Inspection team

Catherine Old, lead inspector

Her Majesty's Inspector

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