

Inspection of an outstanding school: The Langley Academy Primary

Langley Road, Langley, Slough, Berkshire SL3 7EF

Inspection dates:

25 and 26 June 2024

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Tracey Bowen. This school is part of the Arbib Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the executive principal, Rhodri Bryant, and overseen by a board of trustees, chaired by Oona Stannard.

What is it like to attend this school?

This is a school full of happy children with a thirst for learning. There is a buzz of high ambition and aspiration for every pupil and member of staff to be 'the best they can be'. Pupils embrace the school's values, such as independence, brilliance and courage. They love winning the 'big star, little star' stickers for trying their best in their learning. Behaviour is excellent in classrooms and at breaktimes. Disruptions to learning are extremely rare. Playgrounds are hives of activity where pupils treat each other with kindness and respect.

From Nursery, children learn how to recognise and regulate their different emotions. Pupils understand a range of strategies for when they feel 'red' or 'blue'. Pupils appreciate the 'safe space to speak' box. They know how to communicate any worries to a trusted adult. Staff listen.

The school encourages pupils' talents and interests well. Year 6 pupils loved learning new skills, such as abseiling and kayaking, on the recent residential. Pupils enjoy the wide range of clubs on offer at the school, including Judo, street dance and choir. Pupils contribute well to the life of the school through a variety of leadership roles, like serving on the 'eco-council' and 'pupil parliament'.

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

Since the last inspection, the school has doubled in size and now has children throughout key stage 2. The school has considered the content of the curriculum to meet the needs of its pupils well. The curriculum is broad, exciting and ambitious for all, resulting in pupils who love learning. Each subject has a clear progression of knowledge from Nursery to Year 6. This aligns with the trust secondary school next door, preparing pupils well as they move to the next step in their education.

The school's high ambitions are being met in the majority of aspects of school life. For example, pupils learn exceptionally well in religious education. They have secure knowledge of principal religions and world views. Pupils love learning more about faith from their teachers and their friends. Attendance is high. The school has a relentless approach to ensuring that pupils come to school and not miss out on anything on offer.

Pupils enjoy the 'museum learning' approach to finding out more. They are curious, ask questions and learn well from experts, experiences and artefacts. This may be from the objects which are on display, such as an Olympic torch, to Reception children experiencing 'sand between their toes' with a trip to a lido before learning about the seaside.

Strong subject leaders share their passion and expertise with staff. As a result, teachers have secure subject knowledge. In lessons, teachers explain learning clearly, modelling subject-specific vocabulary well. Children in the early years enjoy a rich variety of learning experiences. Teachers adapt learning well to support pupils with special educational needs and/or disabilities (SEND) to follow the same ambitious curriculum as their peers successfully. Pupils with SEND receive the help they need because the school knows their barriers well.

Published outcomes are mainly in line with national averages. Pupils learn well at this school, but they could learn even better. In a few subjects in the wider curriculum, while pupils remember their current learning well, there is some variability in how well pupils remember key knowledge over time. Teachers are sometimes unsure of what is the most important knowledge to focus on and check that pupils have learned, in order to help pupils develop a deep subject-specific understanding over time.

Reading is the bedrock of the school's work. There is an absolute determination among staff that all pupils will learn to read and develop a love of books. Children in early years learn to retell stories. Pupils adore their teachers reading to them. Older pupils read widely, discussing their fondness for science fiction and fantasy books with confidence. Expert teaching of phonics ensures that pupils learn to read quickly. Staff identify pupils who fall behind with their reading accurately. Skilful additional support helps pupils to catch up.

The wider development of pupils is another strength of the school. Pupils learn about diversity and discrimination at an age-appropriate level. Staff encourage pupils to challenge stereotypes and injustice. Pupils offer their own thoughts on these issues maturely. They embrace and celebrate difference. Pupils are well mannered and work

hard. The school instils in pupils a strong 'moral compass' to do the right thing. Pupils are well prepared for life in modern Britain. They learn how to keep themselves safe, including in relationships, with their mental health and when online. Older pupils understand about the impact of their 'digital footprint' well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, teachers are not clear about the most important knowledge that pupils need to remember over time. This means that they cannot check that pupils have remembered the right content for future learning. The school should ensure that teachers are clear about what pupils need to remember and use this to inform their teaching and assessment so that pupils learn exceptionally well across the curriculum.

Background

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

This is the first ungraded inspection since we judged the school to be outstanding in July 2018.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142173
Local authority	Slough
Inspection number	10296424
Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	678
Appropriate authority	Board of trustees
Chair of trust	Oona Stannard
CEO of trust	Rhodri Bryant
Headteacher	Tracey Bowen
Website	www.langleyacademyprimary.org
Dates of previous inspection	10 and 11 July 2018, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, the school has increased the number on roll. There are now three forms in all year groups.
- The school is part of the Arbib Education Trust. The trust was created by, and remains under the sponsorship of, the Annabel Arbib Foundation.
- The school does not currently use any alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, religious education and computing. For each deep dive, the 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. The lead inspector heard pupils read to a member of staff.

- The lead inspector also looked at other aspects of the school's curriculum.
- The inspectors met with leaders, staff and pupils. The lead inspector met with the chair of the board of trustees, the trust's sponsor and the executive principal. She also met with the chair of the governing board and a parent governor.
- The inspectors spoke with groups of pupils about their experiences at school.
- The inspectors spoke with staff about their workload and well-being. They considered the views of staff shared through Ofsted's online survey for staff.
- The inspectors considered the responses to Ofsted Parent View, including the free-text responses. An inspector met with parents at the end of the school day.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Lea Hannam, lead inspector

Ofsted Inspector

Jon Chaloner

Ofsted Inspector

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