

InstillExcellence School Report	
<b>School name:</b>	Langley Hall Primary Academy
<b>Date of visit:</b>	07 & 08 July 2016
<b>Summary by:</b>	Jan EDWARDS
<b>School context:</b>	
<p>Langley Hall is based on two sites in Langley in Slough. Langley Hall Primary Academy's aim is to provide arts based education.</p> <ul style="list-style-type: none"> <li>• Larger than average Primary school. Opened as a free school in September 2011 with 182 children, aged 4 – 11. By September 2012 the school doubled in size to 342 pupils. School has continued to grow rapidly and now has 728 pupils attending.</li> <li>• The proportion of disadvantaged pupils is below the national average. Currently 11% pupils (86) are identified as disadvantaged and qualify for PPG.</li> <li>• The proportion of EAL pupils is well above national average. Pupils attending are ethnically diverse with 51% EAL.</li> <li>• The proportion of SEND pupils is below national average.</li> <li>• Stability within school is high.</li> <li>• Current staffing is now stable with 3 NQTs who all completed training at Langley Hall.</li> <li>• Some strategic changes have been made this year with some teachers leaving and others being appointed throughout the year.</li> <li>• New appointments have been made for September 2016 including a senior post. Staffing for September is complete.</li> </ul> <p><b>Activities carried out:</b></p> <p>Joint learning observations were carried out at both lower and upper schools. Meetings were held with Governors, Senior Leaders, middle leaders, teachers, NQTs, parents and pupils. Learning walks were conducted. A safeguarding meeting was held and a Health and Safety walk conducted. Behaviour observations were made throughout the school including at playtimes and lunchtimes. A work scrutiny was conducted alongside SLT.</p> <p><b>Lessons observed:</b></p> <p>4 observations were carried out in classrooms, all were joint observations with Heads of US and LS.</p>	
<b>Summary of key findings:</b>	
<b>Strengths:</b>	<b>Areas for development:</b>
<ul style="list-style-type: none"> <li>• Personal development of pupils at both lower and upper schools, particularly with the support of the Early Help system in place to support vulnerable families</li> <li>• Broad creative curriculum offers variety of opportunities for all pupils to fulfil their</li> </ul>	<ul style="list-style-type: none"> <li>• To further develop use of RoL and data analysis in order to identify and analyse group progress and trends.</li> <li>• To build on the success of the talk for writing initiative by implementing talk for writing in mathematics across the school.</li> </ul>

<p>creative potential.</p> <ul style="list-style-type: none"> <li>• Newly structured SLT, including Heads of Schools, are enthusiastic and have ambition for the pupils.</li> <li>• Governors are passionate about their role and have clear vision and high expectations for school.</li> <li>• Executive head has a clear focus for improvement and has high expectations of the staff.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to improve rates of progress and attainment of all pupils particularly those of middle ability and targeted groups.</li> <li>• To continue to identify opportunities throughout the creative curriculum to improve and consolidate core subject skills.</li> <li>• To continue to develop the use of language in the EYFS outdoor area to promote basic skills.</li> </ul>
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<b>Leadership and management including governance:</b>	<b>Grade: Good</b>
<p>Meetings were held and discussions had with Governors. Discussions also took place with the Children Services Manager re safeguarding and attendance, Heads of both Lower and Upper schools, SENCo, Senior Leaders and the Executive Head.</p>	
<p><b>Governors</b></p> <ul style="list-style-type: none"> <li>• The governors work well with the headteacher and senior leaders. Together they are passionate and committed to raising outcomes for all pupils.</li> <li>• Show good understanding of the strengths of the school and the areas of weakness.</li> <li>• Strong drive to improve attainment and achievement without losing sight of the need to develop the whole child holistically.</li> <li>• Governors ensure that an Arts based ethos of the school is deliberately promoted to offer the opportunity for every child to develop creative flair.</li> <li>• They were very well informed regarding pupils' progress across all age groups and receive detailed analysis which helps them challenge the school effectively and hold them to account. This has resulted in strategic changes in key staff and continued emphasis on whole school ethos and achievement.</li> <li>• Governors have an accurate understanding of performance management and how this is used in relation to teachers pay and progression.</li> <li>• They analyse pupil premium spending and sport funding spending to ensure this impacts on outcomes for these pupils.</li> </ul>	
<p><b>Senior Leadership Team</b></p> <ul style="list-style-type: none"> <li>• There is now greater consistency between the Upper and Lower school. The executive headteacher has effectively improved the quality of provision across both building, particularly the Lower school. This has ensured a shared vision and high expectations are running throughout the whole school.</li> <li>• Joint observations show the SLT make sound, accurate judgements and can identify areas for improvement in teaching, learning and assessment. This has resulted in an improvement in the quality of teaching since the previous visit.</li> <li>• The emphasis on corporate school policies is strong and staff are now working together when implementing these initiatives across the whole school. This has improved consistency in application by all staff.</li> <li>• Expectations and challenge set for the pupils is now consistent across the school. This is modelled</li> </ul>	

and monitored well by Senior staff.

- The heads of both the Upper and Lower school, supported by the executive head, have made great progress in the development of consistency in teaching and learning. New appointments have been made alongside re-structuring and support current practitioners. This is successfully continuing to impact on teaching standards and staff continual professional development.
- The executive head provides positive and consistent leadership across both schools. She has a clear vision and has high expectations. This is replicated by her heads of school and senior leadership team.
- Changes made to the teaching and assessing of phonics has improved the proportion of pupils reaching the expected standard in line with the national picture.
- New rigorous systems for assessment, analysis of data and pupils progress meetings are now in place. This has ensured there is a greater understanding of the subject areas and pupils to target. As a result, staff and governors are better informed and have a greater understanding of pupils' progress. Consequently, interventions are more succinct and there has been a positive impact on the achievement of pupils.

<b>Quality of teaching, learning and assessment:</b>	<b>Grade: good</b>
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- Quality of teaching and learning seen across school was consistently good. This was reflected in the few books seen in every year group. Some groups of pupils are now making better rates of progress.
- Differentiation and challenge were strong elements in all lessons seen.
- Questioning from adults in classrooms is a strength.
- Expectations were consistently high, with pupils rising to the teachers' high expectations and thought provoking challenges.
- In all lessons seen pupils were engaged and enthusiastic. Independent learning was seen throughout the school from the youngest pupils to those in year 6. This was a particular strength in the early years.
- Assessment information is used in conjunction with pupil progress meetings to inform teachers planning. Consequently, lessons seen were well differentiated and pupils were challenged appropriately.
- Teaching seen in intervention groups was lively and effective with pupils responding well to the adults and making secure progress.
- Specialist teaching in PE, music, dance, drama, art and swimming is a strength with pupils given many opportunities to be both creative and active.
- On-going assessments are now used effectively by class teachers. As a result, all class teachers now have a greater understanding of the school focus on raising attainment and pupils' progress is rising at a faster pace in writing.
- The introduction of a whole school scheme to improve writing has had a positive impact across school. Led by the heads of school this whole initiative has raised standards of writing across the school.

<b>Personal development, behaviour and welfare:</b>	<b>Grade: good</b>
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- In the upper school pupils are very well behaved both in the classroom and around school.

- Pupils are extremely articulate and say they feel safe at school and know who to speak to if they need help or support.
- There is an extensive, effective behaviour policy in place which is now applied consistently across both schools
- Supervision at lunchtime in the lower school has been re-structured, with adults engaging the pupils in organised games or activities.
- Personal development is a strength in both schools. In the upper school with pupils show consideration for each other, have confidence and self-esteem. Pupils in the lower school were articulate and confident with highly developed independence skills. All pupils enjoy school and have a good understanding of bullying and how to stay safe.
- Lower school pupils are mature with highly developed independent skills.
- The schools programme of musical instrument tuition and performing arts curriculum has given pupils many opportunities to develop self-confidence and to grow as performers. Pupils say this has been very important to them in developing as a confident, well rounded person.

### **Safeguarding**

- Rigorous systems are in place to identify and support pupils in need and their families.
- Comprehensive support is offered for all children and families involved in child protection issues.
- Attendance is closely monitored and a system of first day calling is operated.
- All staff have had training on areas such as FGM, radicalisation and extremism
- Safeguarding in every aspect is effective.
- Health and safety are given a high focus by the senior leaders

Outcomes for pupils:	Grade:

### **Early years provision:**

- A new outside area is being developed to support class activities and the coverage of all areas of learning. This now needs to incorporate more opportunities to include basic skills particularly language.
- Children are enthusiastic and eager to take part in adult led activities.
- All adults are involved in on-going assessments and learning journeys are detailed.
- Comments from home are encouraged and are included in many books.
- Assessment is thorough and has been used to focus on individual pupils and target groups such as PPG pupils. This has ensured these pupils make the same rates of progress as other pupils.
- Questioning by adults is good with children encouraged to speak confidently.
- Talk for writing sessions seen were well planned and have had an impact on the pupils emergent writing skills.
- Children are independent learners and work together co-operatively. Their social skills are well developed. They are well cared for and kept safe at all times.

### **Agreed priorities for future development:**

- Improve the rates of progress for all pupils. Particularly in reading and mathematics.

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- Ensure the school improvement plan clearly identifies areas of development in reading and mathematics.
- Analyse data to clearly identify the proportion of pupils making expected and above expected progress at key points throughout the year. (At the start of September and then again in July)
- Ensure the school have clear plans in place to close the gap between PPG pupils and all pupils nationally and in school. Not enough PPG pupils are making better than expected progress in Reception, Yr 1, 3, 5 and 6.