

# Langley Park Primary Academy

Edmett Way, Maidstone, Kent ME17 3FX

## Inspection dates

18 to 19 June 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Since the school opened, leaders have demonstrated a resolute determination to provide the very best educational experiences for pupils.
- The principal is held in extremely high regard by parents, staff and pupils. Her vision is shared and understood widely.
- Leigh Academies Trust provides high-quality support for the school. Governance of the school is strong.
- Safeguarding is a strength of the school. Leaders and staff know pupils well and are highly alert to their needs.
- Pupils behave very well. They have respectful relationships with each other and with staff. They are keen learners who want to find out more.
- Pupils with special educational needs and/or disabilities (SEND) make good progress because they are supported well.
- The specially resourced provision for pupils with (SEND) delivers outstanding provision.
- A higher-than-average proportion of pupils attain the expected standard in the Year 1 phonics test. Nonetheless, leaders recognise that pupils' love of reading could be capitalised on even further.
- Pupils achieve above-average outcomes in reading, writing and mathematics at the end of key stage 1.
- The most able pupils do not always achieve the standards of which they are capable because teachers' expectations are not consistently high.
- The curriculum provides pupils with many opportunities to learn across a range of subjects. However, the teaching and assessment of subjects other than English and mathematics remains a priority so that pupils' progress can be measured more precisely.
- Teaching overall is good. Teachers and support staff appreciate the opportunities that leaders give them to improve their practice. However, not all teaching routinely matches pupils' needs.
- Additional funding for the small number of disadvantaged pupils is used effectively. This group of pupils make strong progress.
- The vast majority of parents say that their children are happy, safe and thriving.
- Children get off to an outstanding start in the early years because of the high-quality care and provision that they receive. They settle into school happily and form positive relationships with staff.

## Full report

### What does the school need to do to improve further?

- Strengthen the quality of teaching in key stage 1 and further embed the strong quality of teaching in key stage 2 by:
  - ensuring that teachers plan lessons that take into account pupils' starting points
  - raising expectations of what pupils can achieve, particularly for the most able.
- Further develop and embed the curriculum so that:
  - subject leaders further develop teachers' knowledge in all aspects of the curriculum
  - teachers assess pupils' progress across a range of subjects.
- Ensure that leaders continue work to capitalise on pupils' interest in reading in key stage 1 and 2.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The principal has provided exceptionally strong leadership since the school's inception. She is unwavering in her determination to ensure that high standards are maintained. Parents and staff praise her leadership highly, saying, 'The principal is exceptional; she has her finger on the pulse of the school. She has coped amazingly with setting up a brand-new school and inspires confidence in parents and staff.' Along with senior leaders and trust personnel, the principal implements sensible strategies to ensure that good practice is in place as the school continues to grow.
- Leigh Academies Trust provides effective support to the school. The trust has been instrumental in ensuring that this new school has the necessary resources and systems in place for it to be successful and flourish. This support is sensibly continuing as the school continues to grow.
- Staff work as a cohesive team, within which everyone feels valued and involved. Staff are proud to work at the school. Many extoll the approachability of leaders and say that their views are listened to and valued. During the inspection, members of staff sought out inspectors to share their appreciation of the high-quality support that they receive from senior leaders and the trust.
- Subject leaders are enthusiastic about their work and are proactive about improving their expertise. They work closely with other school leaders in the trust to draw on good practice and develop their areas of responsibility. They recognise what they need to do to improve the quality of teaching, learning and assessment in their subject areas. Work on this is underway.
- Leaders ensure that pupils with SEND are cared for well. This area of the school is led skilfully, drawing on wider trust expertise. The school is highly inclusive. Pupils are supported effectively by additional adults in lessons. Provision in the specially resourced provision is led exceptionally well. Staff have the appropriate skills and expertise to provide interventions to support the learning of individual pupils, many of whom have complex needs. They do so with immense care. Parents of pupils who attend the specially resourced provision say quite simply, 'The staff go above and beyond.'
- The curriculum is balanced and interesting. Pupils learn a broad range of subjects which are enhanced by creative activities, trips and visitors. For instance, pupils learn about the importance of Martin Luther King in world history and show an impressive understanding of 'Brexit'. However, leaders recognise that work is needed to further improve the teaching and assessment of subjects such as science, religious studies and geography.
- Funding for the low but increasing numbers of disadvantaged pupils is used appropriately. These pupils receive academic and pastoral support so that they learn successfully and achieve well. Provision for these pupils is monitored rigorously to ensure that they receive the support that they need. Consequently, this group of pupils make strong progress.

- Leaders use additional government funding for sport effectively. Leaders are continuing to improve the quality of physical education by developing teachers' skills through appropriate and regular training. Pupils participate in county sports competitions and trust-wide sporting events. For example, pupils enjoy handball and multi-sports tournaments and leaders are introducing an increasing number of after-school sports clubs.
- Leaders ensure that pupils' spiritual, moral, social and cultural development is an integral part of pupils' learning. For example, pupils raise money for charities and learn about different cultures and traditions. Pupils on the school council demonstrate a commendable determination to educate the school community in reducing the use of plastics.
- The overwhelming majority of parents are supportive of the school. They feel that their children are thriving. Leaders have worked effectively to engage all stakeholders, despite high mobility and an increasing number of pupils joining the school. One parent, speaking for many, said, 'The communication and trust they [leaders] build with parents is something you don't often find.'

### **Governance of the school**

- Governance of the school is strong. Communication between the Leigh Academies Trust board, the Maidstone primary academies board, and the school's own development group is highly effective. Members of the boards have the appropriate skills and expertise to carry out their statutory duties.
- Governors of the local development group and Maidstone primaries academy board demonstrate an incisive understanding of the school. This is because they know it well. They share an ambition with senior leaders for pupils to be as successful as possible. Governors sensitively balance the support and challenge that they provide to school leaders. They show a good level of awareness of the complex work undertaken by leaders to establish a successful new school and the pressures that this may bring.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Safeguarding is a strength of the school. Leaders hold this in the highest regard and are acutely alert to the needs of all pupils, including those who are vulnerable. Leaders are reflective about their practice and constantly seek to improve and build on their many strengths in ensuring that pupils are kept safe and looked after well.
- Staff training is frequent and up to date. Leaders make sure that safeguarding matters are discussed regularly and keep staff informed of any changes. All staff understand that they have a collective responsibility to keep pupils safe.
- Leaders and staff have an in-depth knowledge of their pupils. They are well trained to identify any concerns that they may have about pupils' welfare. Leaders act on these swiftly and take robust action when they do arise.

- Pupils can confidently explain how to keep themselves safe online. They explained to inspectors what the 'stop, tell, block' signs on the computers mean and what they must do should they have any concerns.
- The new school site is secure and well maintained. There are strict and clear protocols for visitors to the school, which pupils securely understand. For example, pupils are alert to what the different colours on a visitors' lanyard mean.
- All pupils spoken to say that they feel safe in school and the overwhelming majority of parents confirm that their children are happy and safe.

## Quality of teaching, learning and assessment

**Good**

- Excellent relationships between staff and pupils mean that pupils work hard and want to do well. Pupils are resilient, cheerful learners who work well together and are keen to find out more. Teachers have high expectations of pupils' behaviour and engagement in learning. Consequently, lessons are purposeful.
- Overall, teaching is good. However, not all teaching is consistently strong. Where this is the case, teachers do not routinely assess pupils' work or understanding. Tasks set are sometimes not matched precisely to pupils' individual needs, particularly for the most able. Consequently, not all groups of pupils make the progress of which they are capable.
- Teaching assistants are highly effective. They take their responsibilities seriously and have a positive influence on pupils' learning. They are effective in their work teaching small groups as well as providing helpful support for individual pupils.
- The teaching of phonics is having a positive impact on developing pupils' early reading skills. However, leaders have not successfully capitalised on pupils' love of reading. Pupils in key stages 1 and 2 say that they read often at home but less so at school. Parents also feel that this is an area of the school where improvements could be made. Recently, leaders have sensibly invested in new books for the as yet under-used school library. Plans to bring reading into the heart of the curriculum is firmly in leaders' sights.
- The support for pupils with SEND is good. Leaders have identified and put in place bespoke training for staff to support pupils' needs. Teachers provide pupils with the resources that they require to enable them to access their learning. Adults working in the specially resourced provision are highly skilled and adept at supporting pupils' complex needs. Consequently, this group of pupils make good progress.
- Sometimes teachers' expectations of how well pupils can achieve are too variable. This is evident across a range of subjects and is reflected in the inconsistencies in the quantity and quality of work that pupils produce. Teachers do not routinely expect pupils to take the utmost pride in their handwriting or presentation of their work.
- Pupils enjoy mathematics and make good progress. In these lessons, teachers explicitly and typically provide challenging activities. Pupils are expected to apply their fluency skills to reasoning and problem-solving, which they do confidently.
- Teachers provide pupils with opportunities to write widely and often across a range of subjects. However, teachers do not routinely skilfully incorporate or model high-quality texts to enhance pupils' understanding of language or sentence structure. As a result,

at times, pupils do not have the resources or knowledge to draw on in order to successfully improve their writing.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders' work to support pupils and families is effective. This support frequently extends beyond the school gates. One parent, echoing the views of many, said, 'They [the principal and the family liaison officer] do all they can to support us and many other parents and pupils. I can't thank them enough.'
- Pupils and staff enjoy warm and nurturing relationships. Staff know pupils extremely well, helping to nurture and guide their development. Pupils have the utmost trust in staff and describe them as 'kind' and the school as 'a great place to be'.
- The school is highly inclusive. Pupils show the utmost respect and tolerance to all. Pupils have a mature understanding of each other's differences and there is culture of acceptance of all.
- Leaders pay great attention to pupils' mental health and physical well-being. Pupils eat appetising and nutritious food at lunchtime. Support staff and older pupils kindly help younger pupils by cutting up their food and looking after their dietary needs. Pupils are encouraged to take part in regular exercise and are taught strategies to help them manage their feelings. Consequently, because so many aspects of their personal development are catered for well, pupils are blossoming.

### Behaviour

- The behaviour of pupils is outstanding.
- The school is a calm and orderly environment. Pupils conduct themselves well at breaktimes, at other social times and when they move around the school. Pupils respect their new school, look after resources and enjoy the open and airy spaces that the new school building offers.
- Leaders and staff model the conduct that they expect from pupils. Consequently, pupils show excellent manners and greet visitors warmly, opening doors and politely offering a welcome. Pupils are keen to talk to visitors and speak confidently about their learning.
- Behaviour in lessons is positive. Pupils are eager learners. They pay attention to their teachers and contribute enthusiastically in lessons. They cooperate well together, for example working in groups to plan writing or discussing their mathematics problems.
- Pupils enjoy coming to school. Overall attendance has risen over the last three years and is above national figures for primary schools. No group of pupils is disadvantaged by low attendance. Leaders track attendance carefully and work closely with parents to ensure that they understand the importance of their children attending school regularly.

## Outcomes for pupils

**Good**

- The teaching of early reading is effective. Pupils quickly get to grips with the skills that they need to read. In 2018, a higher-than-average proportion of pupils in Year 1 met the expected standard in the phonics screening check.
- Pupils achieve well as they move through key stage 1, following their outstanding start in early years. In 2018, the proportion of pupils who achieved the expected standard in reading, writing and mathematics at the end of Year 2 was above that seen nationally.
- Disadvantaged pupils make the same good rates of progress in English and mathematics as others in the school because they receive effective support. Work in current disadvantaged pupils' books shows that there are no significant differences between the standard of their work and that of others.
- In 2018, the proportion of pupils who achieved greater depth in reading, writing and mathematics was above that seen nationally and had risen from 2017. However, work in current pupils' books across the curriculum shows that teachers' expectations for these pupils are too low and sometimes tasks set lack challenge.
- Pupils use their English and mathematics skills well in other subjects across the curriculum. Work in current pupils' books shows some evidence of creative links between subject areas. However, in some subjects, such as science and geography, standards are lower. Pupils' progress is variable as learning has not been planned or assessed precisely enough.
- Pupils in the specially resourced provision make strong progress from their starting points because of the extremely high-quality care and support they receive. Pupils' progress is continually assessed, and teaching is skilfully adjusted to enable this group of pupils to achieve successfully.

## Early years provision

**Outstanding**

- In the three years since it opened, leaders have established high-quality provision in the early years. The leader of early years has a strong vision for the children in her care. Children get off to an exceptionally strong start in Nursery. Staff work collaboratively across the Nursery and Reception to assess, plan, and implement highly effective teaching.
- Adults use their accurate assessment and knowledge of children to pose challenging questions and provide activities that capture children's interests. For example, children learn about deforestation and enjoy making pizzas.
- Children play well together and are respectful of each other. They sensibly wait their turn to write letters on the whiteboard. They enjoy imaginative play, such as 'buying ice-creams' or performing on the outside stage.
- Children enjoy learning in a safe environment. Adults receive appropriate and valuable safety training. Adults have high expectations for children's behaviour and give close attention to their well-being. Relationships between adults and children are warm and caring.

- The teaching of early reading is effective and includes daily structured phonics sessions. Adults read stories and picture books to children often and with great expression. Children are supported well to write and develop their number skills. Consequently, children are successful in developing the skills needed for the next stage of their education.
- Children in early years make rapid progress from their starting points. In 2018, the proportion of children at the end of Reception who achieved a good level of development was above the national average, and this has been maintained over the last three years. The school's own assessment information shows that this year's nursery cohort have made even better progress than in previous years.
- All parents spoken to whose children are in the early years and those who responded to Ofsted's online questionnaire, Parent View, could not be happier with how their children have settled in and the progress that they are making, with typical comments including, 'The staff treat the children as if they were their own, always putting the child's needs first,' and 'The learning and care that my child receives is exceptional.'



## School details

Unique reference number	142188
Local authority	Kent
Inspection number	10088102

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	277
Appropriate authority	Board of trustees
Chair	Robert Findlay
Principal	Libby Fidock
Telephone number	01622 250 880
Website	<a href="http://langleyparkprimaryacademy.org.uk/">http://langleyparkprimaryacademy.org.uk/</a>
Email address	<a href="mailto:contactus@langleyparkprimaryacademy.org.uk">contactus@langleyparkprimaryacademy.org.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school opened in September 2016. It currently has a Nursery, two classes in Reception, in Year 1 and in Year 2. There is one Year 3 and one Year 4 class. The number of pupils on roll has increased significantly since the school opened.
- The school is a sponsored academy and is part of the Leigh Academies Trust. The school is governed by an academies board which has delegated responsibilities from the trust. The school also has a development group, which works closely with the academies board.
- The proportion of pupils who are eligible for pupil premium funding is below the national average for primary schools.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils with SEND is broadly average.

- The school has a specially resourced provision which offers 15 places for pupils, specifically those pupils with autism spectrum disorders who are between the ages of four and 11. Currently nine pupils attend the provision.
- Most pupils are White British.
- The school runs a breakfast and after-school club.

## Information about this inspection

- Inspectors observed learning in all classes and in the specialist resource provision. All observations were undertaken with senior leaders.
- Inspectors held meetings with senior leaders and subject leaders.
- The lead inspector met with the chief executive officer of the Leigh Academies Trust.
- The lead inspector met with members of the academy development group and the Maidstone academy board.
- Parents' views were considered through face-to-face informal discussions and through the 88 responses to Ofsted's online survey, Parent View, including 76 free-text comments.
- Inspectors spoke to staff about their views of the school and considered the responses of 30 staff who completed the Ofsted staff survey.
- Inspectors spoke to pupils informally in lessons and at breaktimes. Inspectors met more formally with a group of pupils from Year 1 to Year 4 and listened to them read.
- Together with senior leaders, inspectors looked at a range of pupils' work.
- Inspectors scrutinised documentation, including leaders' 'Academy Performance Agreement' plan and external evaluations of the school.
- Inspectors discussed current pupils' progress, behaviour and attendance with leaders. Safeguarding procedures were also reviewed, including the arrangements for keeping pupils safe and for recruiting staff.

## Inspection team

Frances Nation, lead inspector

Her Majesty's Inspector

Mineza Maher

Ofsted Inspector

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