

Inspection of The Langley Heritage Primary

Kennett Road, Langley, Slough, Berkshire SL3 8EQ

Inspection dates: 19–20 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Outstanding
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils enjoy attending The Langley Heritage Primary. This is a school in which they are well cared for, and safety is the top priority.

Pupils find their learning interesting and engaging. It is also appropriately challenging. One pupil told us that 'we get challenged to see how far we can push our limits'. Pupils learn well in a range of subjects, including English, mathematics and science.

Pupils benefit from the school's distinctive approach to learning. There is a helpful focus on bringing learning to life, using museum objects, stories, skills and outside learning. Consequently, all pupils benefit from the same experiences. For example, during the rugby world cup, the Year 5 pupils visited the World Rugby Museum as part of their project to design a sports kit.

Pupils behave well throughout the school day. They are fully engaged in lessons and enjoy playing together at breaktimes. Pupils have no worries about bullying because they know that their teachers will deal with any problems. One pupil told us that there is no bullying because the headteacher simply would not allow it.

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

Leaders have successfully improved every aspect of the school since the previous inspection. This is now a school where all pupils achieve well across a range of subjects. The pastoral care provided, especially for the most vulnerable pupils, is a strength of the school. Staff particularly enjoy working here. They know that their well-being is important to trustees and leaders.

Leaders at all levels share the same passion for high-quality education, based on the school values of curiosity, exploration and discovery. They ensure that pupils are excited by their learning and that none are disadvantaged in any way. For example, the school organised a trip to the London museums for the weekend following the inspection, with 250 pupils and family members due to participate.

Pupils learn well because teaching builds on previous knowledge. Pupils' learning experiences, including relevant trips, help them to remember what they have learned. Teachers also make helpful links between different areas of learning. In a few subjects, teachers are not yet fully clear about the expected progression of knowledge and skills. Consequently, the quality of learning is not consistently high in all subjects.

Teaching staff know the pupils very well. Their teaching takes into account the needs of pupils differing abilities. Any additional learning or emotional needs, for example for pupils with special educational needs and/or disabilities (SEND), are quickly identified. Their needs are met well so that they can learn the full range of subjects.

Pupils start learning to read as soon as they join the school. Initially, there is a strong and effective focus on learning phonics. Extra help is quickly given to any pupils who struggle. For example, they read daily to an adult. This helps them to catch up with their classmates. Pupils also learn to understand what they are reading. However, some pupils read well, but do not fully understand what they are reading.

Children get off to a good start to the school in the early years classes. The nursery children are as focused as their older peers, for example in phonics lessons. They also greatly enjoy learning through play, with teachers skilfully planning activities to engage them and develop their learning. Similarly, in the Reception classes, children are happily engaged in a range of meaningful activities, in and out of the classroom. As a result, they learn well and develop positive attitudes to learning.

Pupils enjoy learning because they are taught well. All classrooms have a calm and purposeful atmosphere. Relationships between staff and pupils are positive and nurturing. Behaviour is equally good outside the classrooms. Lunchtime controllers have been well trained and carry out their role conscientiously. Peer mediators, older pupils chosen especially for this role, help to ensure that everyone enjoys a happy lunchtime.

Pupils benefit from many opportunities to develop skills and attitudes that will help them in later life. For example, by keeping chickens and goats in the school grounds, pupils learn about how the law works by exploring animal welfare regulations. Through their learning, pupils reflect on the many cultural influences that have shaped British history.

Parents are fully included in the work of the school. For example, during the inspection, there was a well-attended and helpful reading workshop for parents with children in the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safety and well-being is the first priority for everyone who works at this school. Leaders have trained staff particularly well about how to keep pupils safe. As a result, all staff are quick to spot if a pupil might be in danger of harm. Leaders work with speed and determination to ensure that pupils receive any extra help they might need.

Pupils know that staff will look after them and respond to any concerns they raise. They told us that they feel safe in school. Pupils gave us many examples of how the school keeps them safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Senior and middle leaders have developed a clear curriculum intent for every subject included in the inspection. For most subjects, teachers have had effective training and support to implement this intent effectively in the classroom, using the school's well-embedded approach to learning. Leaders need to ensure that teachers are well trained in every subject so that they understand the planned sequence of knowledge and skills and that pupils' learning is consistently strong across the whole curriculum.
- Phonics is taught effectively from the moment pupils join the school. This enables almost all pupils to quickly become fluent readers. Although comprehension skills are also being taught, for some pupils their ability to decode words exceeds their ability to comprehend what they are reading. Leaders need to review their approach to the teaching of reading so that pupils develop their comprehension skills at the same rate as their decoding skills, leading to raised standards in reading at key stage 1 and key stage 2.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

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	140994
Local authority	Slough
Inspection number	10111141
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	566
Appropriate authority	Board of trustees
Chair of trust	Oona Stannard
Headteacher	Polly Bennett
Website	www.langleyheritageprimary.org
Date of previous inspection	12–13 July 2017

Information about this school

- The school is part of the Arbib Education Trust, made up of three local schools. The trust is sponsored by the Annabel Arbib Foundation.
- In September 2019, the school changed its name to The Langley Heritage Primary. Prior to this, its name was Parlaunt Park Primary Academy.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We did deep dives in these subjects: reading, writing, mathematics, science and history. This included meeting with senior leaders and subject leaders, visiting lessons, discussing learning with teachers, talking to pupils from different classes and looking at their work. The lead inspector also heard some pupils read to teaching assistants.
- We met with the headteacher, both deputy headteachers (one of whom is the special educational needs coordinator), the assistant headteacher, the early years leaders, and the subject leaders for physical education, design and technology, religious education and personal, social, health and economic education. We met three trustees (including the chair of the trust board) and the executive principal

of the trust. We met the three newly qualified teachers and a group of support staff. We also met a teaching assistant to discuss outside learning.

- We reviewed the school's records of safeguarding checks and how safeguarding concerns are handled. We spoke to staff and pupils about safeguarding.
- We observed and talked to pupils at breakfast club, breaktime and lunchtime. One inspector also met a group of pupils to discuss behaviour.
- We looked at a wide range of school documentation and carefully examined the school's website.
- There were 21 responses to the online staff survey, two responses to the online pupil survey and 91 responses to Ofsted's Parent View survey, including 44 written comments. We took all these responses into account during the inspection. An inspector also spoke informally to some parents at the start of the school day.

Inspection team

Chris Donovan, lead inspector	Ofsted Inspector
Stephanie Scutter	Ofsted Inspector
Alison Ashcroft	Ofsted Inspector
Tim McLoughlin	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019