

Langdon Academy

Sussex Road, East Ham, London E6 2PS

Inspection dates

8–9 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have improved the school since the time of the previous inspection. As a result, the school provides its pupils with a good education.
- Teaching is good overall. In the secondary phase, it is highly effective as teaching and assessment sharply meet pupils' needs. In the primary phase, however, there is variability. Work is not routinely challenging enough, and the teaching of reading comprehension in key stage 2 is less effective than in other subjects.
- Pupils make good progress overall. In many subjects in the secondary phase, pupils make substantial progress to reach standards that are above the national average. This is because of high-quality teaching and subject leadership.
- Pupils in the specialist autism resource base in the primary phase benefit from a focused and personalised curriculum and support package. They make very strong personal and academic progress. In the secondary phase, however, pupils do not routinely make the full academic progress of which they are capable.
- Other pupils with special educational needs and/or disabilities (SEND) make similar strong progress as their peers. This is because they receive well-tailored support.
- Pupils behave well in class and around the school. They work hard in lessons and are keen to succeed.
- Pupils feel safe and have a good understanding of how to avoid risks.
- The curriculum and enrichment activities make a sound contribution to pupils' personal development and welfare. They prepare them well for the next stages of their lives.
- Children get off to a good start in the early years. Leaders ensure that teaching is good and that children have access to a range of exciting and stimulating learning experiences. Staff take good care of children's welfare. Children make good progress in their academic and social development.
- Members of the local governing body (LGB) give leaders strong support and challenge them rigorously to improve the school. They have made a marked contribution to securing the many improvements since the previous inspection.

Full report

What does the school need to do to improve further?

- Improve teaching and outcomes, especially in the primary phase, by:
 - teachers having higher expectations of what pupils can achieve and setting work that is more challenging, especially for the most able pupils
 - strengthening the leadership of subjects across the curriculum
 - leaders providing teachers with high-quality professional development opportunities to improve the teaching of reading comprehension skills.
- Build on the work that leaders have already started to help pupils in the secondary specialist provision to reach their academic potential.

Inspection judgements

Effectiveness of leadership and management

Good

- School leaders, trustees and governors communicate high ambitions. They strive to ensure that all pupils reach the highest academic and social standards of which they are capable. They pay much attention to training staff so that staff can perform at a high standard. As a result, since the previous inspection, leaders have markedly improved all aspects of the school's work.
- Leaders use robust systems for checking all aspects of the school's work. They use the information gathered from their monitoring to identify the school's strengths and weaknesses. They devise credible plans for improvement and routinely review how well the planned actions deliver the intended outcomes. They are not complacent, and continuously strive for the very best across all areas of the school's work.
- Subject leadership in the secondary phase is very strong, leading to pupils making strong and often substantial progress across the subjects. In the primary phase, however, subject leadership is not as strong. This means that, across the curriculum, primary pupils are not routinely reaching the highest standards of which they are capable.
- Leaders, teachers and other members of staff benefit from a comprehensive programme of training. Professional development plans suit staff's needs and the stages of their career progression. These include formal training, mentoring and coaching, and bespoke support plans for those that require extra help to improve their effectiveness.
- The school has excellent links with the trust's partner school, a secondary provision, for sharing good practice and mutual support. As a result, teaching and pupils' outcomes are good overall, but with some that are outstanding, especially in the secondary phase.
- Leadership of the specially resourced provisions is effective. Leaders use rigorous assessments to sharply identify the specific personal and therapeutic needs of the pupils. Leaders' assessments of pupils' academic needs are particularly well developed in the primary phase. Leaders in the secondary phase have made a good start this year to sharpening their assessment practice to better meet pupils' academic needs. Well-trained members of staff and therapists provide pupils with bespoke and timely support and integrate them into mainstream school when possible. As a result, pupils make consistently strong progress from their low starting points in the primary phase. In the secondary phase, however, although pupils' progress is good, it is not as strong as in the primary phase.
- The primary curriculum meets the requirements of the national curriculum. Pupils benefit from specialist teaching and the use of the school's facilities for music, French, computing, physical education and art.
- The secondary curriculum offers pupils a range of academic options and some vocational courses. During the two-year key stage 4 curriculum, pupils have access to different pathways which are designed to meet pupils' abilities, needs and interests. Leaders are highly ambitious and aim to make sure that as many pupils as possible

leave the school ready to pursue academic careers. The proportion of pupils who study the subjects required to qualify for the English Baccalaureate (EBacc) accreditation is high. It is already well above the government's aspirations for 75% of pupils entering for the EBacc by 2022.

- Leaders are raising pupils' aspirations. Working with the trust's partner school, most-able pupils in Years 3 to 10 are taking part in university-based programmes. Currently, a large group of Year 7 and 8 pupils are completing a professor-led project on archaeology at Cambridge University.
- The school's work to promote pupils' personal development is good. Through the formal curriculum, pupils learn about different faiths, cultures and lifestyles. They have regular discussions about current affairs and learn about fundamental British values, such as democracy. They take part in a range of clubs, including sport, drama and music, and leaders encourage pupils to perform at the trust-wide talent competition. These activities, combined with the many visitors to school and the educational visits, prepare pupils well for their future lives in modern Britain.

Governance of the school

- Trustees have overall responsibility for governance. They delegate day-to-day responsibilities around leadership, standards, teaching and pupils' behaviour and attendance to the LGB.
- Governors bring a good range of experience and expertise, including from the worlds of education, finance and human resources, to bear on their work. Governors frequently visit the school, checking on different aspects of their priorities for improvements. They observe teaching, scrutinise data and speak with teachers, leaders and pupils. They have a very clear understanding of the school's day-to-day effectiveness.
- Governors keep a close eye on the progress of all groups of pupils. They check the effectiveness of the additional funding, such as pupil premium funding and the Year 7 catch-up premium. Minutes of their meetings demonstrate that governors rigorously challenge senior leaders and hold them to account.
- Through their high ambitions and by giving leaders both support and challenge, governors effectively play a major role in school improvement.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has a large and effective safeguarding team, all trained as designated safeguarding leaders. They train all other staff and commission external consultants for expert training, such as on the 'Prevent' duty. Leaders and staff are aware of the changing nature of the safeguarding issues in the local community. There is a good culture of vigilance and reporting.
- Leaders work with a range of external agencies and parents and carers to help pupils stay safe. Agencies include social services, organisations that work with young people vulnerable to joining a gang, and the sexual health team.

- The school has a full-time safer school's police officer on-site. She supports leaders and pupils and runs workshops for pupils and parents on how to avoid risks. Through the formal curriculum, pupils learn, for example, about staying safe online and the dangers of knife crime.

Quality of teaching, learning and assessment

Good

- Teaching is mainly good and some, especially in the secondary phase, is outstanding. As a result, pupils make strong progress overall. In most secondary subjects, they make substantial and sustained progress.
- Teachers establish clear routines and expectations for hard work. Adults and pupils have good working relationships. Pupils, therefore, use their time in lessons well and work conscientiously.
- Typically, teachers use assessment information effectively to plan activities that meet pupils' differing needs. They give pupils clear explanations and show them how to tackle difficult problems. They plan learning systematically and help pupils apply new concepts in a range of contexts and to solve complex problems. Across the school, teachers help pupils expand their vocabulary and develop strong speaking skills.
- This year, leaders have provided training and guidance to teachers on how they can better integrate and support pupils with SEND in their classes. Additional adults continue to support pupils with SEND well. As a result, these pupils make strong progress.
- Teachers mostly use questioning skilfully to probe pupils' responses and to make them think deeply. They make sure that the most able pupils have challenging work that enables them to reach the standards of which they are capable. These practices are well established in the secondary phase. In the primary phase, however, challenge is variable, and some pupils do not routinely meet their potential.
- In line with the school's policy, teachers give pupils bespoke feedback on how they can improve their work to reach ambitious targets. Teachers give pupils homework that reinforces and extends class learning and that develops their research skills. Across the school, teachers encourage pupils to read often and widely.
- Teaching of early reading is effective. Teachers and support staff in the early years and key stage 1 teach phonics skilfully. Consequently, pupils learn to read accurately and fluently. Teachers encourage pupils to read for pleasure and leaders have invested in a range of fiction and non-fiction books. The teaching of reading at key stage 2 is improving. However, it is still not effective enough to make sure that pupils routinely make strong progress in developing securely a range of comprehension skills.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have opportunities to develop their leadership skills and to contribute to society. Among primary pupils, for instance, there are sports ambassadors, prefects and

reading ambassadors. Secondary pupils support pupils in the specialist resource provision, for example by organising a fashion show. Each class has a year representative, and year representatives make up the school council, which shares ideas with school leaders. Pupils raise funds to support charities, such as a local young person's hospice, which they also visit. Year 8 pupils arranged a fundraising event. With the proceeds, they purchased food items and made their own food bank to help local needy families.

- Leaders place much emphasis on supporting pupils' mental health and emotional well-being. They employ a group of full-time mentors who attend training in championing mental health, in addition to a counsellor who provides support. Through the curriculum, pupils learn about mental health and how to look after their own well-being.
- Through learning about healthy diet and the dangers of substance abuse and the many sporting opportunities, pupils learn to keep themselves healthy.
- Older pupils confirm that there have been significant improvements in behaviour since the previous inspection. Pupils say that bullying is rare and, should it occur, staff deal with it appropriately.
- Pupils benefit from an effective careers guidance programme. This enables them to make well-informed choices for their GCSE options. By the end of Year 11, the school prepares pupils well to move on to the next stages of their lives.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and welcoming to visitors. They respect each other in this diverse community and enjoy learning about different faiths and cultures.
- Pupils take pride in their school and uniform. They keep their books neat and tidy and respect the environment.
- Pupils have good attitudes to learning. They work very well in pairs and groups and by themselves. Their attitudes make a positive contribution to their successful learning.
- Since the previous inspection, rates of absence have decreased. They are now broadly in line with national averages.
- Leaders check very closely on the attendance, behaviour and progress of those pupils who attend alternative provision. Most pupils, having learned to improve their behaviours, return and reintegrate successfully into the school.

Outcomes for pupils

Good

- The proportion of pupils passing the Year 1 national phonics screening check in 2018 was above the national average.
- At the end of key stage 1 in 2018, an average proportion of pupils reached the expected and greater depth standards in reading, writing and mathematics. This represented good progress from pupils' starting points, including for disadvantaged

pupils. Current pupils are making good progress overall in a range of subjects.

- At the end of key stage 2 in 2018, pupils' progress in writing and mathematics was broadly average. In reading, it was below average. The proportion attaining the expected standard in all three subjects combined was below average. However, the proportion of pupils that reached the higher standard was above average.
- Current pupils in key stage 2 are making good progress overall but there is some variability in subjects and year groups. Pupils' progress in developing reading comprehension skills is not consistently strong.
- Pupils in key stages 3 and 4 make substantial and sustained progress in most subjects. This is because teaching in those subjects is routinely outstanding.
- In 2018, pupils, including disadvantaged pupils, working towards GCSE examinations made very strong progress across a range of subjects, including English and mathematics. Progress in languages declined and was broadly average. The proportion of pupils who entered and attained the EBacc qualification was high.
- Inspection evidence supports the school's view that progress across subjects in the current Year 11 is broadly similar to the 2018 cohort.
- Pupils in the primary specially resourced provision make very strong progress. This is because leaders ensure that members of staff provide pupils with bespoke support that enables them to learn successfully. In the secondary phase, pupils' academic progress is not as strong.
- Last year, almost all Year 11 pupils moved onto post-16 education or apprenticeships.

Early years provision

Good

- Most children join Reception from local nurseries and enter with social skills expected for their age. Overall, though, children's communication skills are not as well developed, mainly because they speak English as an additional language. They make good progress in all areas of learning and are therefore well prepared for their learning in Year 1.
- Leadership of the early years is good. Leaders make sure that staff plan effectively for each area of learning. Consequently, children engage in a range of activities and immerse themselves in learning. Staff particularly emphasise building children's communication and language skills.
- Teaching is effective. Teachers model good spoken English and engage children in conversations. There is a good balance of teacher-led activities and child-initiated learning. Teachers use themes to create lots of opportunities for children to develop a range of skills. During the inspection, children were exploring 'minibeasts'. They used their imaginations and dressed up as different creatures. They learned about various tiny creatures and had to tell others who they were and what they do. They made paintings of bugs. Teachers asked children to count minibeasts and they visited a local park to explore worms. In these ways, children develop a range of skills, including speaking, numeracy, creativity, understanding nature and using their imagination.
- Children are happy and behave well. They respond quickly to adult support and

instructions. They sustain concentration and work collaboratively.

- Teaching and additional support for children with SEND and those who need to catch up are effective. This ensures that all children make good progress.
- Members of staff work closely with parents, running workshops to help them support their children at home and involving them in their children's activities. Parents join children on an afternoon every week. A few days before the inspection, they built a 'bug hotel' with the children.
- The indoor provision is highly stimulating and supports children's inquisitiveness. The large outdoor area provides plentiful space for learning and developing gross motor skills, for example. Leaders have identified that they want to better use the outdoor area by creating more opportunities for children to write and to engage in numeracy activities.

School details

Unique reference number	140373
Local authority	Newham
Inspection number	10088886

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

Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	3 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	2,096
Appropriate authority	Board of trustees
Chair	Marion Faust
Principal	Jamie Brooks
Telephone number	020 8471 2411
Website	www.langdonacademy.org
Email address	info@langdonacademy.org
Date of previous inspection	6–7 December 2016

Information about this school

- The school became an academy on 1 January 2014. It is part of the Brampton Manor Trust.
- Academy trustees have overall responsibility for governance. They delegate day-to-day responsibilities around leadership, standards, teaching, and pupils' behaviour and attendance to the LGB. The current chair of the LGB took up his post in February 2017.
- There is specialist resource provision for up to 17 pupils with autism spectrum disorder in the primary school and for up to 20 pupils in the secondary school. There are currently 16 pupils in the primary provision and 23 in the secondary provision.
- A small number of pupils attend Eleanor Smith School, Newham, either part-time or full-time. Some others attend the local pupil referral unit, Tunmarsh School.
- There have been several changes to senior leadership this year. The principal, formerly head of the secondary school, took up his substantive post from September 2018. A part-time acting executive headteacher of the primary phase joined in February 2019.

Information about this inspection

- Inspectors observed pupils learning in a range of classes. Senior leaders joined inspectors during most of these visits.
- Inspectors looked closely at pupils' work to inform judgements about pupils' outcomes and the quality of teaching, learning and assessment.
- Inspectors met with four groups of pupils and spoke informally to other pupils in lessons and during social times. Inspectors met with school leaders and other members of staff.
- Meetings were held with the chair of trustees, the chair of the local governing body and a governor. The lead inspector spoke with the trust's chief executive officer.
- Inspectors examined a range of documentation related to pupils' attainment and progress. They also looked at records and documentation about pupils' behaviour, attendance and exclusions, and the ways that staff help to keep pupils safe.
- Inspectors considered the 48 responses to Parent View, Ofsted's online questionnaire for parents, which included some free-text responses. Inspectors took account of the views of 92 members of staff and 106 pupils who responded to the inspection surveys.

Inspection team

David Radomsky, lead inspector	Ofsted Inspector
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Stephen Hall	Ofsted Inspector
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