

Inspection of a school judged good for overall effectiveness before September 2024: Langley Park School for Boys

South Eden Park Road, Beckenham, Kent BR3 3BP

Inspection dates:

26 and 27 November 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Suzanne Munday. This school is part of Impact Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sarah Lewis, and overseen by a board of trustees, chaired by Kieran Osborne and John Phillipson.

What is it like to attend this school?

The school has created a welcoming, aspirational, and inclusive culture. The combined focus on academic rigour and pupils' wider development ensures that pupils excel. The school has extremely high expectations of pupils, including pupils with special educational needs and/or disabilities (SEND).

Staff have built highly positive relationships with pupils. They know the pupils very well, which ensures they are kept safe. Pupils are polite, confident, and friendly. They enjoy being in school and are proud of their community.

Pupils' behaviour in school is very positive, both in lessons and around the school site. They demonstrate enthusiasm towards their education and work hard. Pupils contribute to the school community in a number of ways. Students in the sixth form mentor younger pupils and have developed societies that they run for other pupils.

Pupils develop their talents and interests through the huge range of clubs and activities on offer. These include a range of sports teams, and robotics and dance clubs. These are highly inclusive. Everyone who chooses to can represent the school in sport or performances, regardless of ability. These opportunities are of an exceptionally high quality and contribute greatly to the culture of the school.

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

The school has developed an extremely ambitious curriculum for all pupils. It makes sure that pupils build knowledge over time progressively. Staff have identified precisely what pupils need to learn at each stage of the curriculum. This helps pupils to learn and remember new concepts quickly. The school's curricular thinking embeds subject-specific vocabulary, which pupils routinely use confidently. Students in the sixth form achieve exceptionally well. The improvement strategies that the school has put in place mean students studying vocational and academic qualifications in the sixth form are now producing work of a similar exemplary standard to pupils at GCSE.

Teachers have strong subject knowledge and present information clearly. They check for pupils' understanding systematically and address any misconceptions quickly. This supports pupils to produce work of very high quality. Pupils with SEND are identified swiftly and supported exceptionally well to access the curriculum. Staff work together to identify the needs of pupils, before putting effective support in place. As a result, pupils with SEND achieve very well.

Pupils who find reading challenging are identified when they join the school. Staff recognise pupils' individual needs and put in place bespoke support quickly. This ensures that pupils make improvements to their reading fluency and confidence. The school has put in place a number of strategies to encourage all pupils to enjoy reading regularly.

Pupils consistently demonstrate positive attitudes to their learning. They are very focused and engaged during lessons. Pupils' attendance, including pupils with SEND, is very high. The school has robust procedures in place and works closely with parents to support pupils to attend school regularly.

The school has designed a thoughtful personal development programme. Pupils develop a thorough understanding of how to stay safe and healthy. Pupils attend a wide range of trips and welcome external speakers to the school. These broaden pupils' cultural understanding and develop character. All pupils take part in residential trips during their time at the school. Students in the sixth form all take part in weekly enrichment activities. These are designed to give them valuable skills to ensure that they are ready for the next stage of their education.

The school provides pupils with purposeful careers advice and guidance. Pupils take part in a range of activities, including careers fairs, mock interviews, and a variety of work-based opportunities. Students in the sixth form receive a great deal of support for future education and employment. This includes completing applications for university and apprenticeships.

The school has developed a very strong professional development programme for staff. This leads to sustained and continuous improvement in the quality of education. Governors and trustees understand the strengths and priorities of the school and carry out their role effectively. They have a clear strategic vision and provide appropriate challenge and support to the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 good for overall effectiveness in March 2019.

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 special educational needs and/or disabilities (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	136586
Local authority	Bromley
Inspection number	10345915
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Boys
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,820
Of which, number on roll in the sixth form	659
Appropriate authority	Board of trustees
Chair of trust	Kieran Osborne and John Phillipson (co-chairs)
CEO of the trust	Sarah Lewis
Headteacher	Suzanne Munday
Website	www.lpsb.org.uk
Dates of previous inspection	5 and 6 March 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of Impact Multi Academy Trust.
- The current headteacher joined in April 2023.
- The school uses one registered alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team and a range of staff. They also met with the trust CEO, members of the board of trustees and members of the governing body.
- Inspectors visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- 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.
- Inspectors considered the views of parents, pupils, and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector

His Majesty's Inspector

Olivia Page

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Lauren Thorpe

Ofsted Inspector

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