

Inspection of Langtree School

Reading Road, Woodcote, Reading, Berkshire RG8 0RA

Inspection dates: 7 and 8 February 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Good

What is it like to attend this school?

Leaders have high expectations for all pupils. The school motto of 'putting learning first' is at the heart of all that the school does. Leaders have created a culture that meets the needs of all pupils to ensure they achieve well. As one parent commented, 'My children are nurtured and supported to be the best version of themselves.'

Behaviour is outstanding. Pupils are happy and feel safe. Bullying or unkindness are not tolerated. If it does happen, pupils are confident that leaders will deal with it swiftly and effectively. Pupils support each other well in their learning and during social times. They are kind and respectful towards each other and adults alike. Pupils model the school's values of 'courtesy, tolerance and respect' at all times. This helps them to learn effectively.

Pupils take great pride in their school. Older pupils support younger ones during their induction at the start of Year 7. Pupils talk with excitement about the twice yearly 'creativity days', the many school trips, the Year 7 camp and other residential experiences. Pupils are particularly proud of the 'Langtree Challenge' and how this programme of gold, silver and bronze awards builds their confidence and helps them to develop skills for later life.

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

Leaders have created an ambitious curriculum that provides academic challenge for all pupils. As a result, pupils achieve well, including those with special educational needs and/or disabilities (SEND). For example, all pupils can opt to study the separate sciences at key stage 4 and all pupils study two modern foreign languages (MFL) at key stage 3. Pupils with SEND access the same curriculum as everyone else and are provided with effective support.

Leaders know their school well and are fully aware of the school's strengths and areas to develop. Leaders have ensured that most subjects are well sequenced. Leaders routinely identify the content that pupils should know and remember. Teachers know what pupils need to learn. The curriculum is not as well defined in a small number of subjects. Where this happens, pupils' learning across different subjects can be varied.

Leaders ensure that teachers' knowledge is enhanced by regular training. This enables teachers to explain concepts to pupils clearly. In most lessons, teachers give pupils time to practise new learning, which allows them to remember content well. In some subjects, teachers do not always check carefully how well pupils have understood something before moving on to new learning.

Leaders ensure that reading is prioritised. There is a well-established culture of reading for pleasure. This includes library lessons for pupils in key stage 3. Weaker readers are provided with effective support to help them catch up.

All staff have exceptionally high expectations of pupils. This has led to pupils having a clear sense of responsibility for themselves. Pupils have highly positive attitudes to their learning. They pay attention to their teachers and listen well to each other, taking pride in their work.

Leaders place a huge amount of importance on pupils' personal development and the provision is outstanding. Pupils are challenged to 'be the best that they can be'. Pupils have a strong sense of justice and a passion for equality of opportunity. They enjoy attending a wide variety of clubs, including debate club and pride club. Pupils talk with clarity and enthusiasm about the wide variety of leadership opportunities that they have, for example on events like the school talent show and through the student council. Their actions make positive changes, for example by improving the school merit system. Pupils are grateful to staff for the many opportunities provided. As one pupil said, 'Langtree offers an education that money just can't buy.'

Pupils benefit from excellent careers advice. They value the experience they gain from work placements and university visits.

Teachers value the training opportunities provided by leaders, and this impacts positively on pupils' learning. Leaders are mindful of ensuring that staff are able to manage their workload well. Staff morale is high.

Governors know the school well. They challenge leaders robustly about all areas of school life. Many staff and pupils appreciate the personal support of the headteacher. As one pupil said, 'The headteacher has time for everyone, his door is always open.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders have been proactive in ensuring there is a strong culture of safeguarding. Staff are well trained and know their role in keeping children safe. Safer recruitment processes are rigorously adhered to. The safeguarding team is tenacious. All pupils are known well and their needs understood. Leaders have introduced robust systems that deal swiftly with any concerns. Record-keeping is detailed and meticulous.

Pupils learn about how to keep themselves safe, such as how to work safely online. They learn about healthy relationships, consent and the importance of respecting others.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of curriculum areas, the curriculum is not fully and coherently sequenced. As a result, pupils do not always learn to the high standards evident in other subjects. Leaders should ensure that the curriculum is consistently effective in all subjects.
- In some curriculum areas, assessment practices are less well developed than in other areas. Therefore, some pupils do not always know the steps they need to take to improve their work. Leaders should ensure that the excellent assessment practices in some curriculum areas are replicated across all curriculum areas.

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](#)' 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	137976
Local authority	Oxfordshire
Inspection number	10241829
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	622
Appropriate authority	Board of trustees
Chair/Chair of trust	Alan Dunstan
Headteacher	Simon Bamford
Website	www.langtreeschool.com
Date of previous inspection	10 May 2017, under section 8 of the Education Act 2005

Information about this school

- The school has four pupils registered with Oxfordshire County Council approved providers.
- The school meets the requirements of the Baker Clause. This means that pupils in years 8 to 11 receive information about the full range of education and training options open to them.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- 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 carried out deep dives in these subjects: English, science, history, drama and MFL. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with the headteacher, senior leaders, subject leaders, the special educational needs coordinator and other members of teaching and support staff. In addition, meetings were held with leaders of personal, social and health education and of careers information, education, advice and guidance.
- A meeting was held with four members of the governing body.
- Inspectors held meetings with groups of pupils to discuss their views about different aspects of their school. Inspectors also held informal conversations with pupils at break and lunchtime.
- The inspection team considered the views of pupils, parents and staff represented in meetings and the responses to Ofsted surveys.
- Inspectors reviewed the school's policies and practices, and met with safeguarding leaders to evaluate the effectiveness of safeguarding. Records of safeguarding incidents were scrutinised and discussed. Inspectors also reviewed the school's records of the recruitment checks made on adults working in the school.

Inspection team

Paul McKeown, lead inspector	Ofsted Inspector
Mike Serridge	Ofsted Inspector
Ian Cooksey	Ofsted Inspector
Chris Ellison	His Majesty's 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 2023