



**ISI** Independent  
Schools  
Inspectorate

**Report for a Progress Monitoring Visit**

**Langley School**

**April 2022**

## School's details

<b>School name</b>	Langley School			
<b>DfE number</b>	926/6005			
<b>Registered charity number</b>	311270			
<b>Address</b>	Langley School Langley Park Loddon Norfolk NR14 6BJ			
<b>Telephone number</b>	01508 520210			
<b>Email address</b>	office@langleyschool.co.uk			
<b>Headmaster</b>	Mr Jonathan Perriss			
<b>Chair of governors</b>	Lt Col Mark Nicholas			
<b>Age Range</b>	10 to 18			
<b>Number of pupils on roll</b>	420			
	<b>Day pupils</b>	375	<b>Boarders</b>	45
	<b>Juniors Year 6</b>	15	<b>Seniors Years 7 to 11</b>	298
	<b>Sixth Form</b>	107		
<b>Date of visit</b>	25 April 2022			

## 1. Introduction

### Characteristics of the school

- 1.1 Langley School is an independent co-educational day and boarding school. It is located in a rural setting 11 miles south east of the city of Norwich. The school is a registered charity whose trustees form the board of governors. It has a junior section for pupils in Year 6; a senior section for those in Years 7 to 11; and a sixth form. Around one-fifth of pupils board in one of the two all-age boarding houses, one for male pupils, and one for female pupils. The school has 65 pupils who require support for special educational needs and/or disabilities (SEND). Eight pupils have an education, health and care (EHC) plan. Fifteen pupils speak English as an additional language. The school's previous inspection was an additional inspection in July 2021. Langley also has a separately registered nursery, pre-prep and prep school situated in Taverham. These parts of the school were not inspected.

### Purpose of the visit

- 1.2 This was an unannounced progress monitoring visit at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the additional inspection in July 2021. The visit focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the National Minimum Standards for Boarding 2015.

Regulations which were the focus of the visit	Team judgements
Part 1, paragraph 3 (teaching)	<b>Met</b>
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	<b>Met</b>
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 11	<b>Met</b>
Part 3, paragraph 9 (behaviour); NMS 12	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (leadership and management); NMS 13	<b>Met</b>

## 2. Inspection findings

### Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.1 The school meets the standard.
- 2.2 The school has dealt effectively with the action point relating to the teaching of personal, social and health education (PSHE) and relationships and sex education (RSE) from the previous inspection visit. Among the most significant, positive changes has been to allocate the teaching of PSHE and RSE, which are taught within the programme for personal development education (PDE), to a small group of specialist staff. This group has received subject-specific training to ensure they have good knowledge and understanding of the subject-matter. Strong leadership of the subject ensures that lessons are well planned, use effective teaching methods and activities, and make good use of the time available. Ground rules for the teaching of the subject are displayed in every classroom, and pupils evaluate what they have learnt and the progress they are making effectively. These evaluations show that pupils are acquiring new knowledge and making good progress and that they are showing an effective level of interest in the work. More time has been allocated to the teaching of the subject, and lessons learnt are often reinforced through assemblies and discussions in tutor time. Understanding of the value of PDE has increased, and pupils acknowledge that there have been considerable improvements, not only in the teaching, but in the relevance of the subject matter covered. The improved quality of teaching, the comprehensive curriculum and the opportunities for reflection provided have all contributed significantly to improvements in pupils' behaviour and the general culture of the school.

### Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.3 The school meets the standard.
- 2.4 The school has made considerable progress in addressing the second of the action points from the previous inspection. This has ensured that its efforts and stated intentions to promote tolerance, harmony and respect for other people are fulfilled with sufficient effectiveness to meet requirements. All staff show appropriate consistency in promoting these aims. Although there is still room for further improvement, the culture of the school has changed. Governors, pupils and staff all agree that the school is now a much more friendly place, where most pupils show respect for others. Records and comments in discussions show that occurrences of inappropriate, offensive and hurtful language are now far less frequent.

### Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 11]

#### Safeguarding policy

- 2.5 The school meets the requirements.
- 2.6 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

#### Safeguarding implementation

- 2.7 The school meets the standards.
- 2.8 The school's safeguarding arrangements meet the requirements of current legislation and guidance and its policy is implemented effectively. It is supplemented by additional policies which outline the code of conduct for staff, whistleblowing procedures and the steps to be taken to ensure the safe

recruitment of staff. The safeguarding policy stresses the importance of listening to pupils and provides helpful guidance to staff. In interview, staff showed appropriate understanding of their responsibilities, including awareness of potential for child-on-child abuse, sexual harassment, and the vulnerability of pupils with SEND to abuse. Pupils confirmed that they are listened to and receive a response when they raise concerns.

- 2.9 The school liaises as required with local agencies and the police. It takes prompt action if concerns are expressed about a child or allegations are made about a member of staff. Staff understand that anyone can make a referral to children's services. The DSL and safeguarding team have clear and suitable understanding of thresholds and when to make a referral or seek advice.
- 2.10 The school has an appropriate structure and capacity to deal with safeguarding issues and to promote the welfare of pupils. Now absolved of other responsibilities, the designated safeguarding lead (DSL), who is a member of the school's leadership team, is able to devote sufficient time to ensure the fulfilment of the role. He is supported by five deputy DSLs. The safeguarding team meets weekly to discuss safeguarding issues, and their work is supported by the pastoral committee which also meets weekly. Governors oversee and support the work of the safeguarding team effectively.
- 2.11 All members of the safeguarding team and the headmaster have received the appropriate level of safeguarding training within the last two years. Training for all other staff is thorough, and records are kept which show that all staff have received the required training. All staff have read Part 1 and Annex B of the statutory guidance *Keeping Children Safe in Education*. Staff understanding of safeguarding is checked at the end of training sessions, and any deficiencies are rectified. There are thorough induction procedures for new staff. The DSL also meets with each new member of staff to inform them of the school's safeguarding procedures and how to make a referral. Pupils are also informed about the work of the school's safeguarding team, and posters throughout the school remind them of who the DSLs are. As a result of training, staff and pupils are fully aware of what to do if they have concerns. The school provides appropriate support for pupils who are on the safeguarding register.

### **Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9; NMS 12]**

- 2.12 The school meets the standards.
- 2.13 The school has made good progress in dealing with the action point to implement its written behaviour policy effectively, to promote good behaviour and to eliminate poor behaviour. The inconsistencies in the way staff dealt with and maintained records of poor behaviour evident in the previous inspection have been sufficiently remedied. Staff now have a clearer understanding of what is expected of them and have become suitably consistent in the way they deal with any unacceptable behaviour. As a result, the standard of pupils' behaviour has improved, as acknowledged by the large majority of the pupils interviewed during the visit. Staff now use the prescribed method for recording behavioural incidents. These are monitored effectively to provide senior staff with a sufficiently clear picture of the extent and nature of any misbehaviour to enable appropriate action to be taken to improve pupils' behaviour. The school now implements its behaviour policy effectively.

### **Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

- 2.14 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

### **Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 13]**

- 2.15 The school meets the standards.

- 2.16 The school has made effective progress to ensure that those with leadership and management responsibilities fulfil their responsibilities to promote the well-being of pupils and to ensure that the independent school standards are met consistently. A concerted drive to provide more effective leadership has resulted in greater clarity of what the school expects from both staff and pupils.
- 2.17 The governing body has appointed a working group of governors who have been meeting every two or three weeks to oversee actions taken by the school's leaders and to monitor progress. New appointments to and a restructuring of the senior leadership team have brought about improvement, which has been aided by the lifting of restrictions imposed by the COVID-19 pandemic. This has allowed pupils to mix together more freely across different year groups and the reintroduction of face-to-face assemblies and whole-school activities.
- 2.18 The efforts of the governing body, the senior leadership team and the school staff have elicited a positive response from the pupils and resulted in a far more positive culture within the school.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools 2015, and no further action is required as a result of this visit.

## 4. Summary of evidence

4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met virtually with a group of governors. They talked with groups of pupils and scrutinised a range of documentation, records and policies.

### Inspectors

Mr Graham Sims

Reporting inspector

Mrs Maureen Bradley

Assistant reporting inspector