

## School inspection report

8 to 10 May 2024

# Langley Preparatory School at Taverham Hall

Taverham Park

Taverham

Norwich

NR8 6HU

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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## Summary of inspection findings

1. Leaders successfully promote the school's aims. These are clearly understood by pupils and applied in their daily interactions. As a result, pupils are kind and respectful, trusting that their voices are listened to.
2. Governors and leaders maintain close oversight of policies. The structures in place for regular review ensure effective procedures and implementation of leaders' intentions. Governors and leaders are vigilant in their approach to risk. Consequently, appropriate measures are in place to protect pupils from harm.
3. Governors ensure that leaders are well trained and knowledgeable in carrying out their roles and responsibilities. Governors collaborate closely with leaders to keep themselves updated on changes to legislation.
4. Children in the early years make good progress due to a well-structured curriculum which prioritises communication as well as physical and personal development and reflects the children's own interests. The nurturing environment encourages children to explore and create, allowing them to become confident, resilient and curious learners.
5. Leaders have designed a broad curriculum, including rich outdoor learning opportunities, with a focus on developing pupils' positive attitudes to learning. This enables pupils to develop relevant skills and interests, while preparing them for their future lives.
6. Teachers' in-depth subject knowledge, creative use of resources and well-planned lessons inspire pupils so they acquire new learning. Pupils are enthusiastic and motivated to learn. Children in the early years communicate confidently. They listen to their teachers and can apply new vocabulary in their interactions with others.
7. Assessment measures are consistently effective. Teachers check pupils' learning regularly to identify and address any gaps in knowledge and understanding.
8. Pupils who have special educational needs and/or disabilities (SEND) make good progress in literacy. However, pupils' progress in mathematics and science is less consistent. In some lessons, when teaching activities do not fully take into account the needs of pupils, and when support staff are less effectively deployed, pupils can lose focus and make slower progress.
9. Pupils who speak English as an additional language (EAL) are provided with specialist tutors and intervention groups when required, so that they maintain good levels of progress.
10. Leaders provide an extensive extra-curricular programme and so develop pupils' skills and interests. The comprehensive physical education programme supports pupils to keep fit and active. Pupils enjoy the chance to participate in fixtures and competitions, as well as other outdoor activities through break times and timetabled outdoor learning.
11. An appropriate programme of personal, social, health and economic education (PSHE) and relationships education is provided for all pupils and relationships and sex education (RSE) is provided for older pupils. However, teaching does not consistently take into account pupils'

reflections on their learning. Consequently, some pupils do not fully engage with the subject and this limits the progress they may make.

12. The clear framework for pupils' behaviour and rewards and sanctions are fairly and consistently applied. When bullying or other behaviour incidents arise, leaders step in quickly to address concerns.
13. Governors and leaders are mindful of health and safety requirements and ensure that staff are well trained and that checks are regularly updated. Suitable measures are in place to minimise the risk of fire.
14. Governors and leaders understand their responsibilities in keeping pupils safe from harm and ensure that staff are well trained. The school's safeguarding policy is implemented effectively. Leaders and staff are knowledgeable about the latest statutory guidance. Safeguarding leaders work collaboratively with external agencies, seeking advice when needed. Governors' and leaders' oversight ensures that a suitable record of staff appointments is kept and that appropriate recruitment checks are made.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

### Recommended next steps

Leaders should:

- ensure that initiatives to support pupils who have SEND are fully embedded across the school to maximise pupil progress across all subjects
- strengthen the personal, social, health and economic education provision so that pupils' progress is consistently used to inform future planning needs.

## Section 1: Leadership and management, and governance

15. Governors and leaders prioritise pupils' wellbeing. They keep their practice under regular review so that pupils' ongoing needs are met. As a result, pupils feel valued as part of a supportive, tolerant and vibrant school community. By engaging regularly with staff, pupils and parents, leaders build trusting relationships. This means that any concerns are heard and followed up quickly.
16. Governors work closely with leaders. They check that leaders understand their roles, ensuring that they are well trained and supported in carrying out their responsibilities.
17. In the early years, leaders use their detailed understanding of the children to create a well-planned programme of activities. This ensures that children's learning and development needs are met. By prioritising learning in communication and personal and physical development as well as reflecting upon the children's interests, children flourish as confident and curious learners.
18. Leaders have embedded the school's aims successfully from nursery upwards. The core message of kindness is particularly well understood and implemented by pupils in their daily interactions. The wellbeing of pupils is considered at every level of leaders' decision-making.
19. Governors review policies regularly. They scrutinise school systems through various committees. The recent introduction of a safeguarding committee reflects the school's ongoing commitment to pupils' welfare. In this way, governors reassure themselves that school practice reflects the current statutory guidance and that policy implementation is effective.
20. The required information, including the school's policies, aims and contact details is made available to parents via the website. Parents are provided with regular reports so that they are kept updated on their child's progress and attainment. Leaders provide the necessary information relating to pupils who have education, health and care plans.
21. In collaboration with external agencies, leaders draw on advice to inform their ongoing practice. They are well trained and knowledgeable in the current statutory guidance. Comprehensive measures are in place to protect pupils from harm.
22. Governors and leaders reflect regularly on risk factors, taking suitable measures to minimise them. Risk assessments are consistently thorough, including for on- and off-site activities, as well as overseas visits. Leaders' considered reflection enables pupils to have full access to wide-ranging activities while keeping pupils' safety at the forefront of decision-making.
23. Leaders respond promptly when concerns are raised. An appropriate policy and timeframes are in place to manage any complaints. As a result, issues are addressed swiftly and effectively.
24. Leaders have drawn up a detailed development plan outlining a strong vision for continuous improvement. This has led to the introduction of a number of initiatives including safeguarding recording software, additional assessment programmes and further intervention sessions for groups of pupils.
25. A recent review of the behaviour policy, to encompass a more restorative approach, has resulted in a clear rewards and consequences system. This is well understood by pupils. They are respectful and

well behaved as a result. Leaders analyse patterns arising from incidents to support their future decision-making.

26. Governors and leaders work in close collaboration through committees and during onsite visits. Regular reviews of ongoing practice allow governors reassurance that the measures in place are effective to protect pupils from harm.
27. Leaders and governors regularly review the accessibility plan to verify that pupils have equal opportunities to the curriculum and physical environment of the school. Through measures such as ramps and handrails, as well as an ongoing review of path surfaces and classroom resources, leaders and governors fulfil their responsibilities under the Equality Act 2010.

### **The extent to which the school meets Standards relating to leadership and management, and governance**

- 28. All the relevant Standards are met.**

## Section 2: Quality of education, training and recreation

29. Leaders have created a comprehensive and appropriate curriculum. Pupils develop a broad set of skills and interests, including for example in mathematics, science, literacy and languages. Extensive opportunities ensure that pupils develop their speaking, listening, creative and technological skills. Schemes of work are well planned to reflect the needs of an inclusive society. Positive attitudes to learning are well promoted. Pupils build confidence in resilience, independence and collaboration, the skills relevant to their future lives in British society.
30. Pupils make good progress generally from their starting points. Children in Reception achieve well. Last year, all Reception children achieved their early learning goals with some working at a greater depth. By the end of Year 8, many pupils achieve senior school scholarship success across academic, sporting and performing arts disciplines.
31. Leaders have designed a robust system for tracking pupils' progress. This allows them to arrange additional support when needed. Alongside more formal testing, pupils take 'show me' end of unit assessments. They delight in earning an 'exceeding' or 'exceptional' grade.
32. Where teaching strategies are most effective, teachers' subject knowledge, creative use of resources and well-paced lessons motivate pupils, so they acquire new learning. During Year 8 English lessons, for example, insightful discussion considered a poem's metaphorical meaning. In Year 4 robotics lessons, well planned videos and quizzes reinforce new knowledge taught. Pupils speak enthusiastically about outdoor learning which gives them a chance to apply their knowledge practically and helps to consolidate previous learning. In Year 4, woodland animal shelter designs created by pupils reflect their scientific knowledge and understanding of materials and habitats.
33. Pupils are focussed and enthusiastic learners who are keen to embrace advice. They respond well to teachers' high expectations. For example, in Year 2 mathematics lessons, pupils enjoy challenging themselves to solve additional problems before the end of the lesson.
34. Pupils who have SEND make good progress across many subjects, notably in literacy, where the introduction of early morning reading and spelling interventions have a positive impact on progress. In some lessons, however, when teaching activities do not match the breadth of pupils' needs and additional support is less effectively deployed, pupils can become disengaged. Their progress is limited as a result. Where progress is less consistent across other areas such as in mathematics and science, leaders have recently introduced further initiatives to enhance skills development. These include communication skills interventions, movement breaks, adapted resources and a touch-typing application for pupils' devices. Leaders are monitoring the early impact of the new measures carefully.
35. Pupils who speak EAL receive early screening to assess their learning needs. Support from specialist teachers and small group interventions ensure that these pupils maintain good progress.
36. A range of measures, including communication skills interventions, specialist resources, movement breaks and a touch-typing application for pupils' devices, have recently been introduced to target pupils' overall skills development to support pupils to make progress across all subjects.
37. Leaders in the early years, provide a broad range of suitable activities. As a result, children flourish as confident communicators. In conversations, they are keen to apply newly learned vocabulary. In



an early years class, children delight in story retelling, using actions and intonations earlier modelled by their teacher. Well-planned activities enable children to develop speaking and listening skills by working collaboratively in meaningful 'mark-making' and creative interpretation. For example, children create a treasure map and encourage others to join the hunt, confidently using positional vocabulary.

38. Parents receive two reports per year as well as annual performance grades keeping them updated on their child's progress and attainment.
39. Leaders provide a broad-ranging programme of extra-curricular activities ranging from fishing to canoeing and dance to circus skills which both develops pupils' existing skills and introduces new ones. In cookery club, high expectations ensure that, for example, pupils make good progress in identifying different herbs. Pupils speak enthusiastically about how break time opportunities such as ball games, swings and walks with friends help them to feel relaxed.

### **The extent to which the school meets Standards relating to the quality of education, training and recreation**

- 40. All the relevant Standards are met.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

41. Engagement with the outdoor environment is carefully planned to develop pupils' appreciation of the non-material aspects of life. Through outdoor learning, nature walks to stimulate creative writing and mindfulness walks with the school dog, pupils foster self-knowledge and emotional wellbeing.
42. Leaders provide a well-structured physical education curriculum which includes extensive opportunities for pupils' participation. Pupils speak enthusiastically about regular sporting fixtures. They take pride in being awarded 'Langley Laces' for effort and success at local and national competitions. Regular use of cricket pitches, a swimming pool and a multi-use games area, combined with specialist tuition, ensures that pupils progress their skills. Under-11 cricketers demonstrate greater fielding skills as a result of expert guidance.
43. A detailed PSHE programme is delivered by trained staff. The programme includes relationships and sex education with materials adapted so that the content is appropriate to the pupils' ages and needs. Topics considering ethnicity and gender help pupils to understand personal identity. Those topics covering conflict resolution support pupils with forming successful relationships. In Year 7 lessons, pupils speak maturely about how unhealthy lifestyles through lack of exercise or poor diet can adversely impact health.
44. Leaders acted promptly to train senior staff to accommodate changes in PSHE staffing. Leaders provide regular opportunities for pupils to reflect on their learning. However, assessments to evaluate pupils' understanding are less effectively used for older pupils. Teachers' planning is not consistently adapted to take into account the pupils' reflections so that all pupils can fully engage with the subject and make good progress.
45. Leaders have developed an accessible behaviour strategy which is consistently applied. Pupils understand the various stages of consequences if behaviour falls below the school's high expectations. Pupils welcome reflection time conversations when incidents arise. Leaders promote kindness throughout the school, for example, through a calendar offering pupils daily suggestions such as helping to prepare a family meal or sharing compliments. As a result, pupils are sensitive to others' needs and are well behaved.
46. Bullying incidents are rare. They are dealt with swiftly and sensitively if they happen. Pastoral leaders take action to adjust the PSHE programme to increase pupils' understanding, for example, additional cyberbullying topics help to explain the law surrounding sharing images. Pupils speak insightfully about how leaders explore the reasons behind a bullying incident so that tailored support can be offered. Pupils' access to feelings boxes, 'time for you' rooms and anonymous online reporting reassures them that their concerns are heard and addressed.
47. Teachers monitor breaktimes closely so that pupils feel well supported. Pupils respect the designated boundaries and understand the rules to keep them safe, for example, in tree climbing and playing in the woods.

48. Leaders keep efficient and accurate admission and attendance records. They respond promptly in cases of pupils' prolonged absence, and offer support. The local authority is informed when pupils leave or join at non-standard transition points.
49. The school demonstrates a rigorous approach to health and safety. The extensive grounds and buildings are well maintained. Attention to detailed checks and regular training establishes effective health and safety measures, including regular fire drills, clear signage and unobstructed corridors.
50. Medical facilities are well organised and medication is stored securely. Well-trained staff are supported by school nurses to provide suitable care. Thorough procedures for managing risk during sporting fixtures and trips support pupils' medical needs to be met.
51. Children in the early years flourish in their physical development through regular swimming and outdoor learning. By using trikes, for example, and in building dens, they are encouraged to explore creativity and curiosity. In Reception swimming lessons, effective planning and clear instruction, with floats on hand if needed, give all children the confidence to swim a length. Purposeful relationships with teachers help children to grow in self-esteem as a result.

### **The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing**

- 52. All the relevant Standards are met.**

## Section 4: Pupils' social and economic education and contribution to society

53. Leaders provide a well-structured PSHE curriculum which includes opportunities for pupils to learn about diverse communities. The history scheme takes account of influential women such as Emmeline Pankhurst, which helps pupils to dispel stereotypes. In well-planned assemblies, pupils are supported to understand equality and to celebrate neurodiversity. Year 6 pupils, for example, speak knowledgeably about contributions to society made by role models with autistic spectrum disorder. In this way, pupils learn to be tolerant and respectful.
54. Within the PSHE curriculum, pupils learn financial literacy. They distinguish between want and need and learn about debt management, loans and mortgages. This provides pupils with a toolkit for their adult lives. Pupils put their knowledge into practice through activities such as running stalls at the summer fair or budgeting for an event in mathematics. Through robotics lessons, pupils learn computer design and analysis in readiness for later life.
55. Pupils engage with the community, for example, through Year 8 litter picks or umpiring cricket matches at a primary school. By fundraising for child bereavement charities and for those with disabilities, pupils understand the impact their actions have on others' lives.
56. Events are carefully planned to introduce pupils to cultures and viewpoints different from their own. For example, pupils learn about a variety of faiths and religions through visits by religious leaders, including a humanist and an atheist. Pupils enjoy learning about Thai tradition through dance. As a result, pupils display respect in their own daily interactions.
57. An emphasis on inter-personal attributes such as independence, collaboration and resilience lay the foundation for social interaction skills relevant for pupils' future professional lives. In-house singing, pupils' teamwork and aspirations introduce valuable life skills. The Year 7 leadership day prepares pupils for senior school. Pupils in Years 7 and 8 attend regular career workshops where they learn to write a curriculum vitae, complete an application form and take part in mock interviews. A careers fair challenges pupils to question representatives from different occupations. The curriculum combines to ensure that pupils are well-equipped for the next stage of their lives.
58. Leaders prepare pupils to be citizens in a modern society. Reflecting on their PSHE studies, Year 6 pupils speak confidently about the benefits of medicine versus the dangers of drugs. In Year 7 science, pupils discuss the effects of alcohol on the unborn child. In this way, pupils learn valuable decision-making skills.
59. Leaders reinforce the difference between right and wrong. Assemblies engage pupils in philosophical questions around altruism and justice. The culture of good manners bears out the pupils' understanding of how to make the right behaviour choices.
60. Pupils embrace the chance to apply for leadership roles, such as prefects and school councillors. Year 8 value their roles as mentors to younger pupils. Food committee members enjoy planning kitchen staff appreciation events. Acknowledging the trust placed in them, pupils treat their roles seriously.

61. An emphasis upon discussion allows leaders to reinforce pupils' learning around democracy and law. Pupils can, for example, discuss climate protests confidently and apply their understanding of parliamentary systems to their own school elections. Practical opportunities further enhance pupils' understanding, for example, when Year 7 visit HMS Belfast and reflect upon 20th century conflict by asking if war does solve problems.
62. Early years leaders introduce the value of respect at the earliest opportunity so that pupils develop successful friendships and skills in social interactions. For example, children instinctively show respect for others who are sleeping, using quiet voices when sharing a story. Leaders have introduced a range of superhero puppets to reflect key skills such as participation, resilience and independence so that children know how to develop both as learners and individuals.

### **The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society**

63. **All the relevant Standards are met.**

## Safeguarding

64. Safeguarding measures to promote pupils' welfare are thoughtfully implemented. There is a rigorous safeguarding culture throughout the school. The recent introduction of a safeguarding committee reflects the school's ongoing commitment to prioritising pupils' wellbeing.
65. Safeguarding leaders organise regular training for staff, including for recently appointed staff members. Weekly briefing updates provide further insight into current issues. As a result, staff are knowledgeable in identifying concerns and following reporting processes. Leaders are quick to intervene when situations arise and respond sensitively.
66. Leaders draw on advice from numerous safeguarding partnerships, including county agencies and school networks, to support their decision-making about pupils' welfare. Recently, the deployment of medical staff into a greater wellbeing role has further enhanced pupils' access to support.
67. Leaders stay alert to signs that a pupil may be at risk. They use their in-depth knowledge of the pupils to identify and follow up any changes in behaviours quickly. Accurate record-keeping allows leaders to highlight any trends arising from incidents and to adjust systems when needed. In this way, any concerns are dealt with promptly and sensitively.
68. Pupils understand how to keep safe online at home and in school, and confidently share their knowledge about blocks, age restrictions and how to determine if a website is safe. Leaders have set up a comprehensive filtering and monitoring system where alerts are received and swiftly dealt with when breaches occur. As a result, the risk of pupils' access to inappropriate websites is minimised.
69. Leaders draw on their detailed understanding of the latest statutory guidance when creating the safeguarding policy. Safeguarding measures are implemented effectively. The policy is reviewed regularly by governors.
70. Those with responsibility for carrying out staff suitability checks ensure that suitable measures are in place to safeguard the welfare of pupils. An appropriate central register of staff appointments is maintained. All the required checks are carried out prior to staff starting work at the school. Close monitoring by leaders and governors provides reassurance that effective measures are in place to help to protect pupils from harm.

### The extent to which the school meets Standards relating to safeguarding

- 71. All the relevant Standards are met.**

## School details

<b>School</b>	Langley Preparatory School at Taverham Hall
<b>Department for Education number</b>	926/6008
<b>Registered early years number</b>	2667049
<b>Registered charity number</b>	311270
<b>Address</b>	Langley Preparatory School at Taverham Hall Taverham Park Taverham Norwich Norfolk NR8 6HU
<b>Phone number</b>	01603 868206
<b>Email address</b>	prepoffice@langleschool.co.uk
<b>Website</b>	www.langleschool.co.uk
<b>Proprietor</b>	Langley School (1960) Limited
<b>Chair</b>	Mr David Stanbridge
<b>Headteacher</b>	Mr Roger Outwin-Flinders
<b>Age range</b>	0-13
<b>Number of pupils</b>	334
<b>Date of previous inspection</b>	20 to 21 November 2019

## Information about the school

72. Langley Preparatory School at Taverham Hall is a co-educational day school located on the outskirts of Norwich, Norfolk. The school is a charitable trust overseen by a board of governors. Since the previous inspection, a new headteacher was appointed in September 2023 and a new chair of governors took up the role in March 2023. The early years provision for children under two years of age was inspected simultaneously by Ofsted so does not form part of this report.
73. There are 156 children in the early years with classes for children aged two to three, three to four and two Reception classes.
74. The school has identified 27 pupils as having special educational needs and/or disabilities (SEND). Six pupils in the school have an education, health and care (EHC) plan.
75. English is an additional language for 17 pupils.
76. The school states its aims are to equip pupils with the skills and tools they need to journey into the next stages of their lives, actively demonstrating kindness, confidence (with humility), curiosity and integrity. It seeks to develop happy and resilient young people – adaptable to an ever-changing and demanding world and to provide a knowledge and skills rich curriculum with aspirational teaching to nurture enthusiastic and confident learners. The school looks to nurture and support each and every individual member of the community, focusing on wellbeing and positive mental health and to provide an exceptional co-curricular programme to broaden pupils' experience and opportunity.



## Inspection details

### Inspection dates

8 to 10 May 2024

77. A team of four inspectors visited the school for two and a half days.

78. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

79. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

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