

Inspection of Langdon Park Community School

Bright Street, Poplar, London E14 0RZ

Inspection dates: 19 and 20 April 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders and teachers ensure that they know and champion each individual pupil. This means that pupils receive the guidance they need to aspire and achieve. Pupils appreciate the support they receive from teachers and the pastoral team. They attend school regularly and punctually. They recognise the ways in which the school has improved over recent years.

Leaders have high expectations of all pupils, particularly those from disadvantaged backgrounds and those with special educational needs and/or disabilities (SEND). These expectations are increasingly reflected in the way subjects are thought about and taught across the school. Leaders ensure that the right courses are offered at GCSE and in the sixth form.

Pupils behave well. There is a warm regard between staff and pupils, especially when staff have worked at the school for some time. The atmosphere is calm and purposeful. Leaders ensure that pupils are safe. On the rare occasions that bullying occurs, it is dealt with effectively.

Leaders listen to what parents, carers and pupils tell them. They think carefully and act promptly to ensure that weaknesses are addressed. Increasing confidence in the school is reflected in the growing number of pupils choosing to stay in the school's sixth form.

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

Leaders have ensured that this is an inclusive school. They work with the local authority and other schools to make sure that pupils receive the help they need to succeed. Leaders have invested in an effective team of pastoral staff to support pupils. Pupils like the rewards on offer, such as the positive public address system announcements, the 'shout out' wall, and postcards.

Leaders have introduced a broad curriculum that is carefully thought through to ensure that pupils learn and remember more over time. Pupils learn how each subject fits within the broader curriculum. For example, in physical education, pupils learn how to follow a healthy lifestyle. Leaders ensure that pupils' learning is enriched, for example through trips to art exhibitions and the theatre, or by attending clubs.

Leaders and governors routinely consider how they can improve outcomes for pupils. They ensure that subjects are well led and resourced. They adapt the curriculum to meet the pupils' needs; for example, they have introduced new applied courses and A levels in the sixth form.

In some subjects, leadership is relatively new. In these cases, the benefits of the clearly set out and sequenced curriculum have yet to be translated into strong outcomes for pupils. Leaders ensure that staff are well trained and expert in their

subjects. They provide teachers with tailored information about pupils with SEND to ensure that the needs of these pupils are well understood. Where pupils arrive at the school needing help with reading, their needs are identified and met effectively.

Leaders aim to make pupils aware of a wide range of future opportunities. Careers education is effective, with individual pupils receiving impartial and helpful guidance about the options available to them. This encourages pupils to look for opportunities beyond the local community. For example, pupils visit prestigious universities, as well as businesses in the City of London.

The 'student development' curriculum is designed to ensure that pupils are well prepared for life in modern Britain. Consequently, pupils are tolerant of others and feel it is safe to be themselves. They learn a broad curriculum that teaches them how to look after themselves physically and emotionally as they grow up. They express themselves well and take part enthusiastically in leadership opportunities in the school, for example as learning or well-being ambassadors.

Pupils are calm and polite as they go around the school. They are friendly and courteous to visitors. Pupils and staff comment that behaviour has improved in recent years. The new behaviour system sets out clear expectations. Leaders are ambitious for pupils in this area. For example, they expect all pupils to actively engage in class discussion and to be punctual to lessons. Very little learning time is lost. Sometimes, behaviour in lessons is less positive when there has been a recent change of teacher.

Pupils appreciate the calm atmosphere of the school, but some report that sanctions are not applied consistently. Leaders actively seek pupils' views on this and other issues. They are aware that more work needs to be done in promoting pupils' understanding of the high expectations set by leaders.

Leaders and governors are ambitious for all aspects of the school's work. They work with experts from outside the school, where this is needed. Staff are proud to work at the school. They appreciate leaders' support for their well-being, and the provision of professional development opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are well trained. They identify and report concerns. Leaders make appropriate referrals to ensure that pupils and families receive help. They also provide support within the school, including mentoring and counselling. On occasion, they offer practical help, for example via the school's food bank.

Pupils are taught how to stay safe through the 'student development' curriculum. They report any concerns to staff and trust them to take effective action.

Leaders carry out rigorous employment checks when they recruit new staff. They have clear procedures to follow up any concerns that are raised.

Leaders place the safety of pupils at the centre of their practice. Pupils feel safe at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, implementation of the curriculum does not lead to pupils learning and remembering more over time. Consequently, pupils develop gaps in their knowledge in these subjects. Leaders need to ensure that the curriculum is implemented effectively in all subjects.
- Leaders have put a revised behaviour system in place. However, some pupils have not understood the rationale for this new system and say that it is sometimes applied inconsistently. Leaders should continue to work with pupils, parents and staff to ensure that all understand their role in creating a positive environment for learning.

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	100966
Local authority	Tower Hamlets
Inspection number	10255305
Type of school	Secondary comprehensive
School category	Community
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,077
Of which, number on roll in the sixth form	177
Appropriate authority	The governing body
Chair of governing body	Helen Witty
Headteacher	Nicholas Langham
Website	http://www.langdonparkschool.co.uk/
Dates of previous inspection	13 and 14 February 2020, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, there have been several changes to the school leadership structure.
- Leaders do not currently place any pupils in alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical qualifications and apprenticeships.

Information about this inspection

The inspectors 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke to leaders and governors about their leadership of learning, behaviour, personal development and the sixth form.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, history and physical education. 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 also spoke to leaders about the curriculum in other subjects and visited a range of lessons in the sixth form.
- Inspectors spoke to leaders about the support provided for pupils who have SEND and those who need help with reading.
- Inspectors spoke to pupils, staff and leaders about safeguarding and well-being. They spoke to pupils and staff about their experience of school.
- Inspectors also considered responses to surveys from parents, pupils and teachers.

Inspection team

Alice Clay, lead inspector	His Majesty's Inspector
Stephen Adcock	Ofsted Inspector
Jaya Carrier	Ofsted Inspector
Debbie Lebrecht	Ofsted Inspector
Amanda Carter-Fraser	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