

Inspection of a school judged good for overall effectiveness before September 2024: Leigh Academy Langley Park

Edmett Way, Maidstone, Kent ME17 3FX

Inspection dates:

1 and 2 April 2025

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 principal of this school is Sally Brading. The school is part of Leigh Academies 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), Simon Beamish, and overseen by a board of trustees, chaired by Frank Green.

What is it like to attend this school?

The school has high aspirations, not just for academic achievements, but for personal success also. As a result, pupils achieve well from their starting points.

Pupils take responsibility for their actions and for their surroundings, for example pupils who have playground responsibilities tidy the sandpit area. Pupil Diversity and Inclusion Ambassadors ensure that pupils are kind to one another. Pupils are highly inclusive of different needs, cultures and backgrounds. Pupils' behaviour is calm in the classroom and around the school building. Pupils are astute and attend to their learning with enthusiasm.

The school nurtures pupils' understanding of what it means to be a responsible person. It provides opportunities and experiences for pupils to learn about different careers. Visitors from a diverse range of professions, such as those in cybersecurity, the environment and healthcare, encourage pupils to be ambitious for their futures. The school fundraises for charities and makes positive contributions to the community. For example, pupils visit residential care homes to sing to residents. Pupils attend workshops on the dangers of misusing drugs and are taught about maintaining a healthy lifestyle. They learn about the dangers of open water. This all helps pupils to feel safe and protected.

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

The school ensures there are rich and diverse experiences and core texts that enable pupils and children in the early years to feel represented. This helps further enhance pupils' understanding about one another's differences. This is threaded into a well-constructed and carefully mapped out curriculum which sets out the key knowledge, skills and vocabulary that pupils need to know over time.

The school's culture of learning pervades the school. Pupils value and respect this. They quickly learn routines right from the start. As a result, learning in classrooms proceeds uninterrupted.

The school's agreed teaching approaches are highly effective across the school. Teachers use the training and advice they receive from the trust very effectively. This enables them to strengthen their subject knowledge and teaching expertise continually. Staff provide pupils with ample opportunities to practise, rehearse and revisit their learning, and correct pupils' misconceptions when they arise. They precisely check what pupils know and remember. This ensures that pupils have a secure understanding before they move on to more complex work. As a result, pupils build a deep subject knowledge base across the curriculum over time and remember it well.

The approach to teaching reading starts in Nursery. For example, in Reception, children begin to learn the sounds that letters make systematically. Staff deliver the school's phonics and early reading curriculum effectively. They routinely check what pupils know and address any gaps because they have the relevant training and expertise. The books that pupils read are closely matched to their stage of learning, which helps them to become fluent and confident readers.

The school is adept at identifying and understanding the needs of pupils with special educational needs and/or disabilities (SEND). Pupils with SEND, including those who attend the specially resourced provision, are included in all aspects of the school. They access the same curriculum as their peers or an appropriate curriculum for their needs. Staff work in partnership with other professionals and SEND experts across the trust to put in place appropriate support. Staff make adaptations to learning and provision where needed.

The school provides a range of experiences to develop pupils' talents and interests. All pupils take part in performances, such as seasonal productions and extravaganzas. There are opportunities for pupils to learn how to play instruments and perform in a band. Pupils attend a range of sporting clubs and take part in competitions, such as in cricket and tag rugby. They regularly share their learning with their parents, carers and peers through end-of-term exhibitions. This helps to strengthen pupils' confidence and resilience.

Typically, pupils attend school regularly. For the few pupils whose attendance rates fall below expectations, the school collaborates with parents and external professionals to find

and apply solutions to improve attendance at school. As a result, attendance rates for those pupils increases over time.

The governing body and trust scrutinise the actions of leaders well. They assure themselves of the school's effectiveness and provide support and challenge to school leaders. Staff are proud to work at this school and appreciate the support they receive through training and well-being initiatives.

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 June 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	142188
Local authority	Kent
Inspection number	10341790
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	Board of trustees
Chair of trust	Frank Green
CEO of the trust	Simon Beamish
Principal	Sally Brading
Website	www.langleyparkprimaryacademy.org.uk
Dates of previous inspection	18 and 19 June 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of Leigh Academies Trust multi-academy trust.
- The school does not currently use any alternative provision.
- The school operates and manages a breakfast and after-school club.
- The academy is an International Baccalaureate World School accredited to offer the Primary Years Programme.
- The school has a specially resourced provision for up to 15 pupils with SEND with a diagnosis of autism. All pupils have an education, health and care plan.

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. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector held meetings with the principal, the vice-principal and other members of the senior leadership team.
- The inspector visited a sample of lessons, looked at samples of pupils' work and spoke to some pupils about their learning.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector spoke with members of the local governing body, including the chair of governors. The inspector also spoke with the CEO and other executive leaders and a trustee.
- The inspector spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- The inspector looked at a range of policies and documentation relating to pupils' welfare and education. He observed pupils' behaviour during lessons and around school.
- The inspector took account of the responses to Ofsted Parent View, including the free-text comments.
- The inspector spoke with groups of pupils about their experiences at school and considered the responses to Ofsted's pupil survey.

Inspection team

Kieran Bird, lead inspector

His Majesty's Inspector

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