

Inspection of a school judged good for overall effectiveness before September 2024: The Langley Heritage Primary

Kennett Road, Langley, Slough, Berkshire SL3 8EQ

Inspection dates:

29 and 30 April 2025

Outcome

The Langley Heritage Primary has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Hanna Blackmore. This school is part of The Arbib Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the executive principal, Rhodri Bryant, and overseen by a board of trustees, chaired by Oona Stannard.

What is it like to attend this school?

Pupils are confident and proud of their school. They model the school's values such as resilience, kindness, trust, unity, ambition and diversity well. Pupils thrive in their leadership responsibilities, such as sports leaders and subject ambassadors. Pupils know how to keep themselves safe, including when online. Pupils value the diversity and wide range of cultures and backgrounds represented in the school. One pupil summarised the thoughts of others, saying, 'This school is a community. Everyone is together and we all have fun. It is the people that make it special.'

Staff have high expectations of what pupils can achieve. By the end of Year 6, most pupils develop secure knowledge and understanding in reading, writing and mathematics. Pupils with special educational needs and/or disabilities (SEND) achieve well from their starting points. Pupils are well prepared for their next stage of education.

Staff have high expectations of pupils' behaviour. Staff implement the school's behaviour policy consistently and fairly. Pupils have caring and respectful attitudes towards each other and staff. Pupils who find it difficult to manage their behaviours benefit from sensitive and effective support. The school's calm, caring and cohesive culture helps pupils to be happy here.

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

The curriculum is highly ambitious. There is a clear focus on supporting all pupils to achieve well, particularly those from disadvantaged backgrounds or who are more vulnerable. Lessons help pupils to build pupils' knowledge effectively. For example, in English pupils talk confidently about their enjoyment of 'Theseus and the Minotaur' as well as features of Shakespeare's plays. Pupils explore texts and respond to questions skilfully. Pupils enjoy their 'museum learning' and the opportunity to work with artefacts linked to different subjects across the curriculum. This helps to build pupils' vocabulary. It also helps pupils to make links between different subjects and concepts. For example, as part of their geography study pupils learn about some of the differences between urban and rural animals.

Reading is taught expertly. The school has a rigorous, systematic approach to implementing its chosen phonics scheme. Pupils at the earliest stages of learning to read, including those who need more help to keep up, get the support they need. Books are closely matched to the sounds pupils have learned. Pupils develop a love of reading. They enjoy ambitious texts in lessons as well as the school library, a reading trolley at breaktimes and through regular celebrations of literature. By the end of key stage 2, most pupils become confident, fluent readers.

Staff know the curriculum well. During lesson visits, staff introduce new learning clearly and ask precise questions that help pupils to strengthen their knowledge and understanding. In most lessons, staff check pupils' understanding well before introducing new learning. However, sometimes, teaching does not identify and address the gaps in pupils' understanding as well as it could. Some pupils make repeated errors, for example in spelling and punctuation. This affects how well some pupils learn the intended curriculum.

Pupils with SEND have their needs identified quickly. The school runs a small inclusion group for individual pupils who have high levels of need. Where necessary, the school works with external specialists to help pupils with SEND to access their learning and be successful. Pupils with SEND achieve well.

Pupils attend school regularly. The school does all that it reasonably can to help pupils be in school. The school's caring, supportive approach ensures that if pupils are at risk of lower attendance they are helped quickly and effectively.

The school offers an exceptional programme of personal development. Staff are highly committed to help pupils develop their talents and interests. There is a wide range of school clubs and extra-curricular activities, including boys' and girls' football, dance and music activities. Pupils learn about healthy relationships in age-appropriate ways. They learn how to identify risks to their well-being. For example, pupils are taught about the potential risks of gangs and how to prevent getting involved. Educational visits help pupils to connect their learning meaningfully, as well as develop pupils' resilience and sense of belonging. 'The Hive' after-school provision offers thoughtful support to help pupils transition to their next stage of education successfully.

Governors and trustees understand their roles and responsibilities. They have a clear understanding of the school's strengths and areas for development. Staff feel well supported with their workload and well-being. For example, the well-being committee works closely with leaders to proactively support staff. This helps to create strong relationships and a commitment to supporting each other. Parents and carers are very supportive. They value the strong, kind community ethos.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and appropriate authority)

- At times, staff checks on what pupils know and can do are not as effective as they could be. Sometimes, gaps in pupils' learning are not identified or addressed. This affects how well pupils build their knowledge and skills. On occasion it leads to them making repeated errors, including in writing. The school should continue its work to develop staff expertise to identify and address pupils' misconceptions and gaps in learning.

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 November 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	140994
Local authority	Slough
Inspection number	10379880
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	530
Appropriate authority	Board of trustees
Chair of trust	Oona Stannard
Executive Principal of the trust	Rhodri Bryant
Headteacher	Hanna Blackmore
Website	www.thelangleyheritageprimary.org
Dates of previous inspection	19 and 20 November 2019, under section 5 of the Education Act 2005

Information about this school

- This school is part of The Arbib Education Trust.
- The school has nursery provision on site. This caters for up to 60 three- and four-year-old children.
- The school runs its own breakfast and after-school clubs.
- The school does not use any alternative provision.

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 his evaluation of the school.

- The inspector met with the headteacher, the executive principal, the chair of trustees and members of the governing body and other senior staff.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work
- 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' interest first.
- The inspector spoke with several groups of pupils and observed their behaviour at break and lunchtime.
- The inspector met with groups of staff and considered the opinions expressed through the staff survey.
- The inspector took account of the views expressed from parents through Ofsted Parent View.

Inspection team

Carl McCarthy, lead inspector

His Majesty's Inspector

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