

Langley Hall Primary Academy

Address: Station Road, Langley, Berkshire, SL3 8GW

Unique reference number (URN): 136951

Inspection report: 28 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Typically, pupils attend school regularly. This includes pupils with special educational needs and those who are disadvantaged. While leaders swiftly address any instances of poor attendance, they recognise that their monitoring of attendance trends could be more robust. Leaders are refining their approaches to ensure that they have a deeper understanding of the specific barriers to regular attendance that some pupils face. Leaders are beginning to use their analysis of data to identify and more rapidly address any emerging patterns of declining attendance.

Leaders have established a positive behaviour culture. Pupils consistently meet the high expectations that staff have for them. Staff ensure that classrooms are calm and purposeful. Pupils readily follow well-embedded routines that allow them to learn effectively. They demonstrate consistently positive attitudes to learning. They interact warmly and courteously with staff and their peers. Staff provide effective support to pupils who struggle to manage their behaviour. As a result, most pupils make consistently positive choices. Incidents of poor behaviour have significantly reduced and are rare. Pupils are very clear that bullying and discrimination will not be tolerated. They are confident that leaders address any such issues swiftly.

Curriculum and teaching

Expected standard 

Leaders have established a broad and rich curriculum offer. Pupils are introduced to new learning in a coherent order that allows them to build their knowledge over time. Teachers know their subjects well. They explain new learning clearly. Teachers make regular checks on pupils' understanding so they can address any misconceptions. Sometimes, staff miss opportunities to explore the depth of pupils' knowledge through these checks. Leaders recognise where there is variability in teaching quality. They take appropriate steps to develop staff expertise and improve consistency.

Teachers know pupils well. Typically, they adapt their teaching thoughtfully to enable pupils with special educational needs and/or disabilities (SEND) to participate fully in learning. Sometimes, staff are unclear about the specific barriers to learning that disadvantaged pupils and pupils with SEND have. When this is the case, adaptations are not as precisely matched to pupils' need as they could be. Consequently, pupils do not progress as well as they could.

Leaders recognise the importance of pupils securing strong foundations in reading, writing, communication and mathematics. Children begin to develop these skills as soon as they start in the Reception Year, through well embedded routines. Leaders identify where any pupils need further support to develop their mathematics or literacy skills. They provide helpful targeted sessions to enable pupils to catch up quickly.

Early years

Expected standard 

Leaders prioritise the early years. They ensure that children have the best possible start to their education and are well prepared for Year 1. Children behave well. They are safe and happy. The curriculum is appropriately broad and ambitious.

Children learn effectively, building their knowledge and widening their experiences. Leaders ensure that children develop their reading skills and vocabulary as soon as they join Reception Year. Staff provide ongoing opportunities for children to explore language through high-quality daily interactions.

Typically, teaching in the early years is effective. Staff make regular checks on children's understanding. They adapt their approaches where needed to address any misconceptions or knowledge gaps. Generally, staff explain new learning clearly. Occasionally, in phonics, staff do not model sounds with sufficient precision. Sometimes, they do not address inaccuracies in children's writing as swiftly as they could. Leaders take appropriate action to address any variability in the quality of teaching.

Staff know children well. Generally, they understand the barriers to learning and/or wellbeing that children may face. Staff adapt their teaching approaches thoughtfully to support children with special educational needs and/or disabilities (SEND). This enables children with SEND to make positive progress from their starting points. Typically, children, including those who are disadvantaged, achieve well in the early years.

Personal development and wellbeing

Expected standard 

Leaders provide pupils with an extremely broad and rich set of opportunities to help them explore their talents and interests. All pupils learn to play a musical instrument as part of the core curriculum. Many pupils participate in the choir and the orchestra. This helps them to develop confidence, resilience and teamwork. Leaders ensure that they remove any barriers to participation in enrichment activities. All pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, participate fully in trips, outdoor learning and musical opportunities. Pupils feel valued. They know that their voices are heard and that staff care about their wellbeing and development. Pupils consistently demonstrate a well-developed sense of independence as a result of the deliberate and extensive opportunities available to them.

Leaders ensure that pupils learn about relationships and sex education and health education in an age-appropriate way. Pupils have a clear understanding of what makes a healthy relationship. They know the importance of kindness and respect in a friendship. Pupils know how to stay safe, both online and in the community. Staff ensure that pupils have regular, practical opportunities to increase their awareness of road safety and healthy living.

Pupils have a clear sense of right and wrong. They are encouraged to develop and consider their moral perspectives. Pupils know that school is a safe space to explore their views and opinions. Pupils learn about fundamental British values such as democracy and individual liberty. Sometimes, pupils' understanding of what these values mean for them as they prepare for life in modern Britain is not as secure as it could be. For example, pupils

sometimes lack sufficient understanding of the different types of discrimination that they need to be alert to. However, they are consistently clear about fairness and not treating anyone differently.

Needs attention

Achievement

Needs attention 

Disadvantaged pupils do not achieve as well as they should in national tests. Often, staff are unclear about the specific barriers pupils face. Adaptations to teaching do not remove barriers as effectively as they could. Consequently, some disadvantaged pupils are less well prepared for their next steps than they need to be. Sometimes, pupils with special educational needs and/or disabilities do not make sufficient progress from their starting points.

Generally, pupils achieve well in national tests. They develop secure foundations in their reading, writing and mathematics skills, starting from the early years. Pupils catch up quickly if they are behind in reading. Pupils write with increasing accuracy and confidence over time.

Across the curriculum, pupils typically recall their previous knowledge and apply it to new learning. Sometimes, pupils' knowledge is not as deeply embedded as it could be. Overall, pupils have the knowledge and skills they need for the next stages of their education.

Inclusion

Needs attention 

Leaders do not identify the specific barriers that pupils have to their learning and/or wellbeing with sufficient accuracy. As a result, staff are not as effective as they could be in knowing how best to meet pupils' individual needs. Targeted support is often not as well matched or timely as it could be. Leaders are sometimes slow to act in commissioning specialist assessments and advice for pupils with special educational needs and/or disabilities (SEND). As a result, pupils with the highest levels of need sometimes experience delays in the processing of their education, health and care plans.

Leaders do not accurately or clearly measure the impact of their work to support disadvantaged pupils. As a result, they are unclear about the extent to which pupil premium funding is having a positive effect on the learning and achievement of disadvantaged pupils.

Leaders use regular checks to measure how effectively knowledge gaps for pupils with SEND and those who are disadvantaged are addressed. Leaders recognise that this information is not used as efficiently as it could be to adapt the support that pupils receive.

Leaders provide effective support to pupils who have previously been known to social care. They collaborate with other professionals to ensure that pupils engage positively in their learning and have their wider needs met.

Often, leaders do not accurately measure the impact of their work. As a result, they are insufficiently clear about which aspects of the school need to be prioritised for improvement. Leaders are sometimes slow to identify where there are patterns or trends that may require them to change their approaches. While leaders and governors are determined to act in the best interests of children, some pupils' needs are not understood and met as well as they need to be. Governors' oversight of the school's statutory functions is not as robust as it could be. They do not check and challenge leaders' work with sufficient rigour.

Leaders have established a positive culture of mutually respectful relationships. Leaders prioritise staff wellbeing and are considerate of workload. Staff are proud to work at the school and contribute positively to the collaborative ethos. Teachers in the earliest stages of their career are well supported. They develop the skills and expertise needed to help them be successful in the profession. Leaders provide staff with high-quality professional learning opportunities. Staff are committed to developing their expertise and engage positively in these opportunities.

Leaders have an ambitious vision for all pupils to access a high-quality education while developing their character and broadening their experiences. Leaders are open and receptive to challenge. They are committed to addressing areas of their work that need to be improved in order to realise this ambition.

What it's like to be a pupil at this school

Pupils attend school regularly because they feel welcomed and included in all aspects of school life. Staff go the extra mile to ensure that the learning environment is motivational and welcoming. Children make a positive start to their education in the early years. Pupils enjoy learning from a broad and rich curriculum that includes daily opportunities for musical performance. Pupils have positive attitudes to learning. Mostly, they are taught well and participate enthusiastically in lessons.

Pupils are routinely encouraged to develop their talents and interests. They value the wide range of experiences available to them, particularly the residential trip they participate in. Staff plan these opportunities carefully to increase in ambition over time. As a result, pupils develop high levels of independence, safety awareness and confidence as they move through the school. Pupils understand the importance of treating others equally and respectfully. Generally, they are well prepared for life in modern Britain.

Staff develop positive and warm relationships with pupils. From the early years upwards, pupils behave extremely well. They are consistently kind to one another and harmonious in their interactions. Pupils feel safe because they are safe. Bullying is rare. Leaders deal with any incidents quickly and effectively.

Typically, pupils achieve well and are prepared for their next steps. Many pupils achieve positive outcomes in national tests. However, this is not the case for all pupils. Those who are disadvantaged do not achieve as well as they should. Sometimes, the specific barriers

that pupils have to their learning and/or wellbeing are not clearly understood and reduced. Where this is the case, pupils do not learn as effectively as they could. As a result, pupils with special educational needs and/or disabilities and those who are disadvantaged sometimes make insufficient progress from their starting points.

Next steps

- Governors should ensure that they have the expertise to hold leaders to account and to fulfil their statutory responsibilities robustly.
 - Leaders should ensure that they accurately identify the specific barriers to learning and/or wellbeing faced by pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged so that support is precisely matched to need, enabling pupils with SEND and those who are disadvantaged to achieve more securely.
 - Leaders should ensure that they have an accurate and informed understanding of the impact of their work, for example, identifying any emerging patterns or trends in pupils' attendance, behaviour or achievement, so they can respond in a timely manner as needed.
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About this inspection

This school is part of a single-academy trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of governors, chaired by Richard Carleton.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the school leadership team, members of staff, groups of pupils and representatives from the board of governors during the inspection.

The inspectors confirmed the following information about the school:

The school currently does not use any alternative provision.

Headteacher: Sally Eaton

Lead inspector:

Tash Hurtado, His Majesty's Inspector

Team inspectors:

Meena Walia, Ofsted Inspector

Nic Browne, Ofsted Inspector

Phil Sherwood, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

684

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

784

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

13.45%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.44%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

16.52%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	61%	Above
2024/25 (final)	68%	62%	Close to average
2023/24 (final)	71%	61%	Above
2022/23 (final)	72%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	74%	Above
2024/25 (final)	81%	75%	Close to average
2023/24 (final)	85%	74%	Above
2022/23 (final)	79%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	72%	Above
2024/25 (final)	82%	72%	Above
2023/24 (final)	81%	72%	Above
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	73%	Above
2024/25 (final)	76%	74%	Close to average
2023/24 (final)	81%	73%	Close to average
2022/23 (final)	85%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	29%	46%	Below
2024/25 (final)	32%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	32%	46%	Below
2022/23 (final)	14%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	62%	Below
2024/25 (final)	59%	63%	Close to average
2023/24 (final)	58%	62%	Close to average
2022/23 (final)	14%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	59%	Close to average
2024/25 (final)	64%	59%	Close to average
2023/24 (final)	53%	58%	Close to average
2022/23 (final)	14%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	40%	60%	Below
2024/25 (final)	45%	61%	Below
2023/24 (final)	37%	59%	Below
2022/23 (final)	29%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	29%	68%	-38 pp
2024/25 (final)	32%	69%	-37 pp
2023/24 (final)	32%	67%	-36 pp
2022/23 (final)	14%	66%	-52 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	80%	-28 pp
2024/25 (final)	59%	81%	-22 pp
2023/24 (final)	58%	80%	-22 pp
2022/23 (final)	14%	78%	-64 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	78%	-26 pp
2024/25 (final)	64%	78%	-15 pp
2023/24 (final)	53%	78%	-25 pp
2022/23 (final)	14%	77%	-63 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	40%	80%	-40 pp
2024/25 (final)	45%	81%	-35 pp
2023/24 (final)	37%	79%	-43 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	29%	79%	-51 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	6.0%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	15.5%	13.0%	Close to average
2023/24 (3 term)	15.3%	14.6%	Close to average
2022/23 (3 term)	19.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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