

LANGLEY SCHOOL

BE THE BEST WE CAN BE



BE READY

BE RESPECTFUL

BE SAFE

**CANDIDATE INFORMATION
2024 - 2025**

“My experience of Langley has been really positive and I am grateful to the school for the way in which staff have supported my daughter and boosted her confidence as well as her love for learning. She couldn't have gone to a better school from that point of view”

Parent 2024



Staff Survey 2024

100% of staff say that the team they work in work well together

“I feel very lucky to be part of a fantastic team”

“Langley is a lovely place to work”

Welcome

Dear Applicant,

Thank you for your interest in joining our team. Langley is a great school and we aspire for greatness in all that we do. Our young people are at the heart of everything at Langley and the decisions we take are based always on what is best for the lives, experiences and futures of the young people in our care.

We are so proud to be Great Place to Work Certified™. It has been an excellent tool to help us to understand more about what we are doing well to make Langley a great place to work as well as understanding more about what else we can do to create a positive community for everyone.

I am regularly humbled by the lengths that our staff go to to support our young people both in their academic achievements and their personal and social development. We are exceptionally lucky to have a very supportive parent and carer body as well as a team of highly skilled and committed School Governors.

The Langley School community really does work together to prioritise the needs of individual children and we are passionate advocates for inclusion. We are an inclusive school in every sense of the word and we are proud to serve a diverse community.

Langley has an excellent local reputation and is heavily over-subscribed with over 1000 families applying for one of our 196 Year 7 places for their child in September 2024.

Indeed, it is often said by colleagues in post-16 settings and the wider community that you can spot a 'Langley child'. That is because we support our young people to go beyond perceived potential to achieve well in their examinations but we also focus relentlessly on the whole child, prioritising personal development and what it means to be a good person. Our students leave Langley as good people with confidence in themselves as well as compassion for others. We are incredibly proud of our students and of our school. It is a great pleasure and privilege to see our young people succeed on a daily basis, thriving and achieving whilst they are with us.

Our school motto encourages everyone at Langley to 'be the best we can be' and this perfectly summarises our whole school approach to every child in our care.

Please feel welcome to arrange a visit to our very special and unique school so that you can see everything I have described in action!

Yours sincerely

Mrs C. Thorpe, Headteacher



Our School



Langley School is an inclusive, welcoming school serving children aged between 11-16. We have approximately 1030 students on roll, a talented and highly committed staff of 75 teachers and 80 support staff, as well as an active and supportive Governing Body, representing a wide range of interests and experience.

We enjoy a wide range of modern facilities, including a new suite of science laboratories; a newly developed technology workshop, a large sports hall, well equipped gym and extensive sports fields including a new multi-use games area, a bright and well-stocked library, a purpose-built, locally renowned Dovehouse Theatre, music and photography suites and large modern Food Technology facilities. We have recently built an Intervention Centre to support and meet the needs of all of our pupils and we have plans for further developments, including investment in our IT facilities for 2025.

We were inspected by Ofsted in March 2023 and were graded 'Good' in all areas. The inspectors noted that we are 'committed to making Langley an inclusive, welcoming school' where pupils 'feel valued and enjoy coming to school'.

The report confirms that 'pupils behave well in lessons' and they 'feel safe'. Our curriculum is 'ambitious' and 'well-planned' and 'there is a calm and purposeful atmosphere around the school' where pupils 'have a positive attitude towards learning'. Our attainment figures position Langley well above national averages and the large number of students achieving the English Baccalaureate ranks our school very highly against both local and national measures.

Through our broad, balanced and ambitious curriculum, we are committed to developing the individual, personal and academic potential of all students enabling them to attain the highest academic standards whilst at the same time becoming fine, responsible, respectful and respected human beings. We offer a curriculum which caters for everyone and we go beyond National Curriculum expectations to ensure that pupils can pursue personal interests whilst developing the necessary skills and knowledge to become happy and successful adults.

We prioritise pastoral care and our pupils are supported by a range of staff including their form tutor, head of year and pastoral support managers.

We are proud of our inclusive ethos and have above average numbers of SEND students in our school. In addition, we are fortunate to have 2 Additionally Resourced Centres in our school—one for Dyslexia and another for students with Physical Disabilities, which cater for students with EHCPs.

A high standard of conduct and effort is demanded of each student and we expect everyone at Langley to be:

'Ready, respectful and safe'

The school continues to strive for excellence in all we do. We ask of our students and indeed, everyone in our school community, is that we all become **'the best we can be'**.

What Matters To Us at Langley School

We expect everyone at Langley to be **READY, RESPECTFUL** and **SAFE**

HOW WE WORK TOGETHER:

We are committed to protecting and enhancing the **WELLBEING** of everyone

We share a **CLEAR SENSE OF PURPOSE**, with students at the centre of all that we do and strive for

We are committed to investing in **POSITIVE RELATIONSHIPS** to enhance all that we do, respecting and valuing differences

We have **HONEST CONVERSATIONS** to build trust and ensure fairness

We believe in **CONSULTATION** when making decisions which affect us all

We make decisions with **TRANSPARENCY AND FAIRNESS**, finding a route through when things get difficult

We take a **SOLUTIONS-FOCUSSED APPROACH**, concentrating on what we can do

We are committed to **COLLABORATION**, working openly and honestly with each other and as part of wider networks

We adopt **VISIBLE CONSISTENCY** as a way of **SUPPORTING** each other

We provide **SUPPORT** through challenging times

We are a **COMPASSIONATE COMMUNITY** with a shared set of values and a love for our very special school

OUR APPROACH WITH OUR YOUNG PEOPLE:

We encourage everyone to embody our school motto: **'TO BE THE BEST WE CAN BE'** in all that we do

We see everyone's **POTENTIAL AS LIMITLESS**

We share the fundamental belief that a child's past does not determine their future. **OUR MISTAKES DO NOT DEFINE US**

We see **LEARNING AS AN EXCITING GATEWAY TO OPENING DOORS AND TRANSFORMING LIVES**

We **EDUCATE** our young people on **POSITIVE AND PRODUCTIVE BEHAVIOUR AND LEARNING TRAITS** which will **UNLOCK POTENTIAL**

We **VALUE EVERY INDIVIDUAL** for their skills, talent and identity, ensuring everyone in our community is enabled to thrive

We are **INCLUSIVE**, celebrating **DIVERSITY** and promoting **EQUALITY** in everything we do

We **NEVER GIVE UP** and we are committed to finding the right path for everyone

We want our students to leave us as **SUCCESSFUL, GOOD PEOPLE**, with a healthy sense of well-being and self-confidence and to be **PROUD OF THEMSELVES AND OUR SCHOOL**

LANGLEY SCHOOL



PEOPLE PROMISE

Culture of Ethical Leadership across the organisation

Regular acts of appreciation to recognise the important role everyone plays in making a difference in the lives of young people

Careful meeting scheduling with no more than one meeting planned per week

A Communications Strategy to limit emails which are sent outside of 'working hours'

Clear and regular communications including SLT Briefings

Regular surveys and check-ins

Staff forums

Well-being prioritised as an area of responsibility for all leadership roles

Annual staff well-being day

Annual homeworking INSET day

Minimal data collection points

Bi-weekly meetings for TU Reps with Headteacher to provide staff feedback

Funding of Facilities time for TU representatives and NASUWT Valued Worker Scheme accredited

Minimal and strategically planned Parents' Evenings

No judgements for Lesson Observations

Access to regular and personalised Career Professional Development opportunities including NPQS

Access to Birmingham Hospital Saturday Fund Scheme

An annual flu vaccination for all staff available each winter and free eye test (Specsavers) for eligible employees / regular DSE users

Generous PPA allowance (lower than national guidelines) and no mainstream cover

Deadlines well publicised and annual calendar consultation

Staff social events

An open and flexible approach to family appointments such as nativity plays and sports days

SLT open door policy at all times

Free access to Employee Assistance Programme, including medical and well-being services as well as financial and legal advice

Directed time allocation below 1265 hours

Openness to Flexible Working requests at all levels, including leadership roles (56% of staff are p/t including members of the senior team)

Access to team and individual well-being action plans

No subject written reports

'One Workforce' approach to CPD for support staff as well as teaching staff

Free lunch on Inset Days

BE THE BEST WE CAN BE



LANGLEY SCHOOL

INCLUSION CHARTER

Inclusion is Everyone's Responsibility

OUR VISION For schools to be places where everyone feels valued, included, safe, supported and welcome. We will work together to enable all our children and young people at Langley to lead a fulfilling life and be part of their community.

THE CHARTER This charter sets out what all children and young people and their families should expect from Langley School, in line with the SEND Code of Practice.

Welcome and care

We will:

- Understand that every child is an individual
- Recognise the value of inclusion
- Make time to get to know you and what is important to you and your family
- Establish and build on positive relationships
- Make time to respond to your needs
- Work closely with all relevant people to ensure successful transitions
- Ensure children's and young people's voices are at the heart of all we do

Communicate

We will:

- Listen calmly and respectfully, with patience, ensuring you feel heard and understood.
- Establish how to provide and seek information in a way you can access and understand
- Recognise all behaviour is a form of communication
- Explain what can be done and any limitations
- Communicate in a way that means you can participate in planning and decision making
- Provide clear guidance on who to contact and respond promptly
- Make you comfortable by using positive and helpful language
- Create and maintain communication friendly environments

BE THE BEST WE CAN BE

Developing and nurturing each of these commitments to build TRUST

Value and include

We will:

- Remember inclusion is everyone's responsibility
- Be proactive in providing reasonable adjustments
- Ensure our SENCo is able to support families and staff
- Inform and support you of any planned changes as soon as possible
- Ensure that children and young people with SEND are valued and included in pupil voice activities
- Identify needs early and assess, plan, do, review with support from appropriate agencies
- Ensure our children and young people have a trusted person who checks in with them at least weekly
- Have a 'can do' attitude and build on everyone's strengths
- Recognise and meet the training needs of our staff

Work in partnership

We will:

- Give you opportunities to share your views
- Do our best to understand and consider your ideas
- Involve you in developing shared plans for you and our school
- Value you as an equal partner and recognise your experience and knowledge
- Understand that every family is different and has different resources
- Engage with community groups
- Collaborate across settings to share good practice
- Work together with you and other people to recognise need and support you on your journey as a family

BE READY / BE RESPECTFUL / BE SAFE

LANGLEY SCHOOL IMPROVEMENT PLAN 2024 - 25

'Call to Action'

Strategic Overview

STRAND	AIMS
Quality of Education	<ul style="list-style-type: none"> • Create an ambitious, meaningful, awe-inspiring Key Stage 3 Curriculum underpinned by a robust assessment system • Using learning from the EFA Formative Assessment Pilot, take a systematic approach to improving teaching and learning consistently • Improve pupils' oracy to build confidence, broaden vocabulary and develop learning capacity
Personal Development	<ul style="list-style-type: none"> • Take a strategic and creative approach to planning our extra-curricular provision to improve the range of clubs and trips on offer, increasing pupil participation • Ensure IT, Business and Careers are mapped and embedded across the curriculum, with opportunities to broaden the range of speakers and industry links across all subjects • Implement a Quality Mark/ Award system to build community confidence in our approach to tackling bullying and discrimination
Behaviour and Attitudes	<ul style="list-style-type: none"> • Use our Trauma Informed training to take a strategic approach to building positive relationships and managing behaviour • Improve attendance, particularly for vulnerable groups, taking a strategic approach to using data • Use the findings from the Summer Term 24 Behaviour Review to implement a fresh and proactive approach to managing behaviour
Leadership and Management	<ul style="list-style-type: none"> • Embed and enhance collaborative partnerships with Primary schools as well as through our Alliance • Develop a Performance Management and CPD strategy to enhance and enable continuous improvement • Implement a Middle Leader 'Call to Action' strategy where leaders at all levels take a strategic and dynamic approach to quality assurance, using evidence to achieve impact

Curriculum

We offer a broad and balanced curriculum which is ambitious for all. Pupils study a 3 year Key Stage 3 and are not directed down narrow pathways. We offer a wide range of subjects including a suite of vocational qualifications which cater for pupils interests, needs and talents. We are fully inclusive and offer all pupils the opportunity to pursue their chosen courses at Key Stage 4, regardless of ability, as we are committed to developing the individual, personal and academic potential of all students to the full.

Our academic programme is supported by a PSHE and Behaviour curriculum that enables our pupils to attain the highest academic standards of which they are capable whilst at the same time becoming fine, responsible, respectful and respected citizens.

Extra curricular activities, trips and clubs are actively encouraged and form an important part of life at Langley. The opportunities these provide to all our pupils contribute to both academic success and developing well rounded individuals.

We have also developed a bespoke alternative curriculum to engage positively with some of our most vulnerable learners.

Timetable

We are committed to giving all teaching staff a generous PPA allowance with no expectation for mainstream internal cover. We have an open mind towards supporting staff who may need flexible working patterns, 55% of our staff are part-time (including several members of SLT)

For a full time member of teaching staff, with no additional responsibilities, this equates to a timetable of 43 periods out of 50 over the fortnight as teaching contact time and 7 periods of non-contact time. This allowance of PPA is well above the national guidelines for teachers.

The Pastoral Structure at Langley

At Langley, we prioritise the pastoral care of our pupils. The day begins with a 25 minute Form and Personal Development Time. We have a robust programme for this time including: PSHE, our Behaviour and Learning Traits programme (developed through our work with 'When the Adults Change' and lending to our trauma informed approach), Attendance intervention and Year Group assemblies.

We have 8 form groups per year group and each year group is led by one of our five Heads of Year. Form tutors move up through the school with their form groups and are seen very much as the 'school parent' and first point of contact for pupils.

In addition to our Heads of Year, we also have 5 Pastoral Support Managers and a Reflection Manager. This team is lead by the Deputy Headteacher i/c Pastoral and Safeguarding and the Assistant Headteacher i/c Behaviour for Learning.

Staff Development & Opportunities

Langley School is committed to supporting all staff with their career goals and aspirations at whatever stage of their career and role in school. In order to do this the school has a strong Continuing Professional Development (CPD) Programme and clear and supportive Performance Management procedures.

Staff have access to a wide range of CPD opportunities including an INSET programme developed with "one workforce" in mind. For teachers we are committed to providing support for completion of NPQs at all levels. We are committed to collaboration, working closely with our primary partners as well as enabling colleagues to link with other staff in local schools through our network of local secondary schools.

We have recently completed a two year EFA Formative Assessment Pilot which has been developed in conjunction with Dylan Williams, enabling staff from across the school to engage in Teaching and Learning Communities to share and develop formative practice. This year we are continuing with our work to embed formative assessment strategies and time is allocated for teachers to discuss ideas, research, observe one another and reflect on classroom-based practice.

We have rigorous and fair Performance Management procedures that have been designed to ensure that staff are contributing to whole school improvement targets as well as their own interests and professional development. ECTs are well supported at Langley through in-house support and mentoring and working in collaboration with Tudor Grange Teaching School Hub to deliver the ECF programme.

Our impressive rates of staff retention are testament to the opportunities offered to staff for internal progression; professional support and development opportunities.

What our staff say...

Langley is a highly supportive workplace and I feel well valued in my role which is very important.

Langley has a very positive ethos for both staff and students. The vision is clear and all staff work together to deliver a holistic education to pupils. It is a lovely place to work

I feel we have made so much progress and our key messages are now clear and simple for all to understand. A lot of time and additional energy is put in to support the well being of the staff.



LANGLEY SCHOOL

Every day, all students at Langley
are expected to be:

READY

to learn and participate

- Be punctual to school and lessons
- Arrive prepared to learn in full uniform and with the correct equipment
- Engage fully in lessons by being A STAR
- Have a positive attitude to learning, be resilient and never give up



RESPECTFUL

in all actions and interactions with each other

- Use good manners and be kind to staff and students at all times
- Respect individual differences, opinions and values of adults and other students in the school
- Follow instructions, first time and every time
- Look after the school environment, facilities and equipment



SAFE

in our behaviours towards others and ourselves

- Move sensibly around the school following the one-way system
- Play safely at break and lunchtime
- Switch off mobile phones during school hours and use social media responsibly
- Stand up to bullying and report incidents



OUR EDI PROMISE:

At Langley, our aim is to work with our staff, pupils and wider community to build an inclusive space where everyone is welcome. Our students feel a sense of belonging and their stories are integral to the mission of our school. Langley's aim is to create and sustain a culture of belonging for all of our pupils and staff.

With our pupils as the foundation of every decision we make, we are proud of their differences and individualities that help make our community so richly diverse. All people, regardless of their gender, race or ethnicity, physical ability and experience, sexual orientation etc., are welcome and belong here.

Through our personal development; strong relationships; inclusive curriculum - we can increase our understanding, awareness and sensitivity of others - sharing our learning and challenging misconceptions. We believe that by sharing the learning along our journey we can become beacons of inclusion: modelling positive activism to our students.

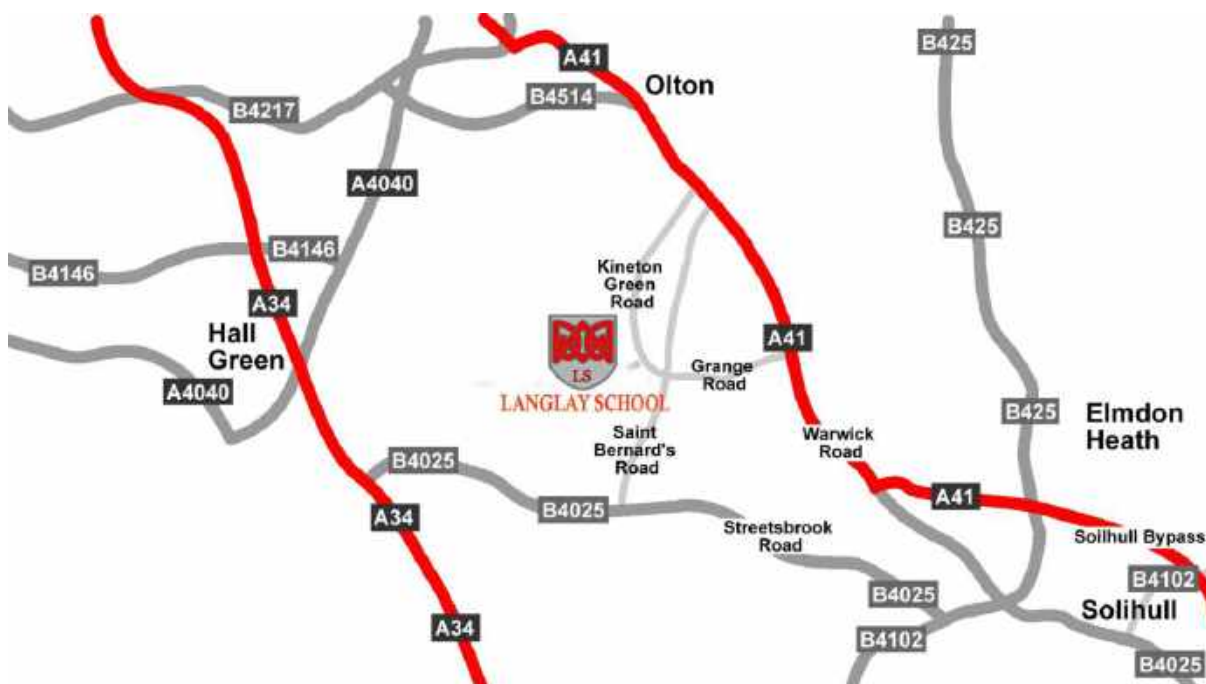


The Area

Solihull is a large market town situated nine miles south-east of Birmingham. It was founded in medieval time and its charming centre is dotted with historic architecture including timber-framed Tudor houses.

Its centre has a wide range of high street retailers, independent boutiques, a thriving high street and a huge selection of cafes, bars and restaurants. The area is mainly suburban and is surrounded by picturesque Warwickshire countryside. It's a popular area for families and demand for school places is high.

Langley School is situated 3 miles from Solihull town centre and there are excellent transport links including a local train station, bus service and close proximity to the M42.





Be the best we can be



LANGLEY SCHOOL

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