

Langtree School: "Putting Learning First"

Prospectus 2020

Welcome to Langtree School, a Leading Edge school with a specialism in the Performing Arts. We serve the needs of a wide community and are judged to be a very good school with outstanding features by Ofsted in June 2013 and June 2017.

Our highly successful school is one of the smallest secondary schools in Oxfordshire with only 624 students, and in this fact lies our greatest strength: Langtree maintains a strong ethos of family and community in which all learners are known and valued as individuals. This also allows us to build strong, supportive links between school and home in order to support the progress and success of each individual student.

Langtree is very much a school which is 'Putting Learning First', and students have an extremely positive attitude to learning here. Behaviour has consistently been judged by Ofsted to be outstanding and has been described by HMI as 'exemplary'. Langtree is a school where it is cool to do well. Students are fiercely proud of their school and all they achieve.

Academic results at Langtree are consistently above county and national benchmarks and the school has received national awards for progress and achievement every year since 2002. This year, due to the cancelation of exams because of coronavirus we have agreed with all local schools not to publish any results data as there was no external moderation therefore results are not really comparable with results achieved in previous years..

The specialist status in the Performing Arts is particularly important to us. Not only are we able to offer a wide variety of GCSE courses in all aspects of the arts, but students in all years are also able to involve themselves in a wealth of extra-curricular activities during and after school. Such involvement develops self-confidence, self-esteem, creativity and teamwork, all of which our students display in abundance. In addition to the arts, there are many opportunities to take part in a wide range of sports, clubs, trips and visits including residential trips both in the UK and abroad.

I hope that you pick up a sense of this ethos and I sincerely hope that, after your visit, you feel as excited about the prospect of your child joining Langtree as we do. This really is a very happy and a very exciting place to learn indeed.

On behalf of all the staff and students, I would like to welcome you to our school and thank you for taking the time to visit. Please take the opportunity to ask staff and students as many questions as you would like to!

Mr Simon Bamford - Headteacher.

Headteacher Mr S Bamford
Assistant Headteacher Mrs J Holroyd
Head of Year 7 and 8 Mrs B Belcher
Head of Year 11 Mrs L Phipps
SENCo Mrs S Wood

Deputy Headteacher Ms S Burman
Assistant Headteacher Mr C Nonweiler
Head of Year 9 Mrs A Godfrey
Head of Year 11 Mr P Sinnamon
Chair of Governors Mrs J Seal-Roberts

Langtree School Main Number	01491 680514	office@langtreeschool.com
Headteacher's PA Mary Taylor-Lane	01491 683382	mtaylorlane@langtreeschool.com
Admissions Mrs D Hayward	01491 683364	dhayward@langtreeschool.com

Langtree School GCSE Results

Due to the coronavirus pandemic no students took GCSEs or other public exams in 2020. All results were estimated from teacher predictions and were not subject to moderation between schools. In collaboration with other local schools we have all agreed not to publish any 2020 results.

For these reasons, we include our 2019 results, which is the last set of examined results, below. If you are comparing Langtree to other schools, we would encourage you to compare our 2019 results to their 2019 results for the most accurate picture.

Summary of 2019 Results

Number of Students Completing KS4		116	
Average Attainment 8 Score	54.4	5 GCSEs at 4+	82%
Progress 8	0.5	5 GCSEs at 4 + inc English & Maths	81%
EBacc Entry	47%	Basics Measure Standard	83%
EBacc Average Point Score	4.84	Basics Measure Strong	57%

Results Trends*

	2013	2014	2015	2016	2017	2018*	2019
5 at 4+	79%	84%	80%	80%	84%	78%	82%
5 inc. EM	62%	74%	72%	75%	78%	76%	81%
5 at 1+	90%	96%	99%	95%	99%	99%	99%
(A* / A) <small>(pre 2018)</small> 7 / 8 / 9 <small>(2018 on)</small>	38%	37%	25%	35%	26%	26%	28%
Basics	--	--	--	77%	79 / 54%	77 / 50%	83 / 57%
A8	--	--	--	56	52.2	51.5	54.4
P8	--	--	--	0.37	0.34	0.36	0.5
EBacc	27%	40%	28%	41%	26%	23%	34% ⁽⁴⁺⁾ 23% ⁽⁵⁺⁾

***Due to the change in courses, exams and performance measures it is not always possible to compare the results from 2018 and afterwards with the previous years.**

2019 Subject Results

GCSEs		Grade									% of Grades	
Subject	Entries	9	8	7	6	5	4	3	2	1	5+	4+
English Language	116	8	10	13	15	31	20	14	4	0	66	84
English Literature	116	7	18	14	12	22	20	15	6	2	63	80
Mathematics	116	10	8	14	10	36	21	9	7	1	67	85
Core Science	56	0	0	3	1	21	14	13	3	1	45	70
Core Science 2	56	0	0	0	3	16	11	17	7	2	34	54
Biology	60	8	6	8	14	13	6	5	0	0	82	92
Chemistry	60	5	5	9	7	12	14	7	1	0	63	87
Physics	60	7	9	14	8	10	8	3	0	0	80	93
Computer Science	39	4	5	7	5	8	4	3	3	0	74	85
French	15	0	3	2	0	7	2	1	0	0	80	93
German	18	0	2	3	3	5	3	2	0	0	72	89
Spanish	22	2	3	3	1	1	5	5	1	1	45	68
Geography	67	2	6	9	14	11	4	14	5	2	63	69
History	54	8	5	6	11	5	6	9	2	1	65	76
Ethics	109	7	8	13	14	20	13	18	11	3	57	69
Art	20	4	5	3	5	1	2	0	0	0	90	100
PE	32	2	2	5	7	7	4	4	1	0	72	84
Music	12	0	1	2	2	2	1	3	0	1	58	67
Drama	27	2	5	8	3	5	3	1	0	0	85	96
Food Technology	23	0	0	2	5	3	7	5	1	0	43	74
Design Technology	30	0	0	2	0	4	7	9	6	2	20	43
Media Studies	30	0	0	6	8	3	4	7	1	0	57	70

Non-GCSE Subjects		Grade							
Subject	Entries	A*/A^	A	B	C	D	E	F	G
Further Mathematics	31	10	5	4	10	0	0	0	0
CIDA (IT)	6	0	1	1	1	2	0	0	0
Entry Level Computer Science	115	Pass Rate: 100%							
Prince's Trust Award	7	Pass Rate: 100%							

Authorised Absences			Unauthorised Absences			
Number of Students	Number of students with at least 1 authorised absence	Percentage of students with at least 1 authorised absence	Percentage of Sessions	Number of students with at least 1 unauthorised absence	Percentage of students with at least 1 unauthorised absence	Percentage of Sessions
603	555	92.0	4.4	172	28.5	0.5

What do our parents think of Langtree?

- "Langtree is an exceptional school, where my daughter is thriving, and will become a confident, independent learner."
- "My daughter has made good progress at Langtree School. The pastoral care given to her when she arrived in Year 8 was excellent and she has blossomed from a very anxious child into a confident and willing learner. Opportunities for music and drama have been extensive and the extracurricular trips have been exciting and varied."
- "He has been absolutely inspired this year in history and in science, which is a real joy to see. He also was incredibly proud of his "cook of the week" sticker and also to have been awarded a bronze merit certificate, the letter to his parents was such a nice touch along with the certificate (he loved giving us that letter)"
- "My child has grown in confidence and maturity since joining Langtree which has had a positive impact on his learning. Thank you for all your hard work, it really is appreciated!"
- "We are very pleased with the excellent start our daughter has made in Year 7 this year. She has also enjoyed the extra-curricular activities- including the Big Bang Day, theatre trips, and school activity days. Thank you for all the hard work by the staff."
- "Thank you for everything - Langtree is a fabulous school."

What do our students think of Langtree?

- "I think that Langtree is a great school, and is inspirational and I am pleased to have made this choice for secondary. I'm really glad I got in. My parents are really happy and so am I. I feel happy and safe at school making my experience a really good one!!!"
- "I really like the small size as it seems everyone knows everyone and it is easy to find your way around."
- "The teachers really wanted you to succeed and are willing to do extra work with you to do so"
- "I like the community spirit and the happiness of the school."
- "Size - community spirit, rapport with staff"
- "Lots of trips and visits."
- "Theatre trips with the Drama and English departments"
- "The astro turf is great."

What does Ofsted think of Langtree?

"The strengths highlighted in the previous inspection report have been maintained and you have built upon them effectively to develop other excellent features. This improvement reflects the strong support you receive from senior and middle leaders, all of whom know the school well and share your ambitions. Middle leaders are a strong and cohesive group who make a valuable contribution to the school. They greatly appreciate the opportunities you give them to develop their ideas and to be involved in decision making.

Teachers and support staff are dedicated to making Langtree School an even better place in which young people can learn well. Governors are committed and loyal to the school and have a useful range of professional skills. There have been some helpful recent appointments to the governing body and these governors are enthusiastic about developing their new roles.

Governors' commitment ensures that they increasingly spend time in school and work closely with school leaders. However, governors recognise that they can make better use of this time to develop a deeper understanding of the school's performance in order to challenge leaders more robustly.

"Pupils are a delight to meet and talk with, and they fully reflect the school's core values of courtesy, tolerance and respect. There is a welcoming, vibrant and creative atmosphere which permeates the school, characterised by very positive relationships between staff and pupils and among pupils themselves. Inspectors saw excellent pupil behaviour in lessons and around the school, and many examples of pupils working harmoniously together. Pupils greatly value the efforts that teachers make for them and the support and encouragement they are given.

Many parents reflect this view, with one saying: 'Langtree is a wonderful, supportive community, as well as an excellent school, with teachers who are passionate about their subjects and about education.'"

If we are all serious about
'Putting Learning First'
we all need to:



Be prepared for learning.

This means always have your books and the correct equipment for the lesson – and be on time!

Be prepared to make an effort.

This means stay on task, keep your focus and maintain your concentration.

Be respectful of ALL staff.

*This means don't answer back, challenge or argue with **any** member of Langtree Staff about expectations.*

Be respectful of other learners.

This means avoid shouting out or making unnecessary noise and waiting for your turn to have your say.

Be tolerant of other learners.

This means be prepared to listen to the views of others with consideration, even when you hold a different view.

Be proud of yourself and your work.

This means make the very best effort you can, make a positive contribution, and produce work which you can be proud of.

Be responsible for your learning outside the lesson. *This means handing completed homework in on time and using SMH to catch up yourself if you are absent.*



**Our core values are
Courtesy, Tolerance and Respect.
Take them into every lesson with you.**

Langtree School Curriculum

Langtree School normally operates a one-week timetable cycle with six fifty minute lessons per day.

Registration: 8.50 am	Period 1: 9.00 am	Period 2: 9.50 am
Break time: 10.40 am	Tutor / Assembly: 11.00 am	Period 3: 11.20 am
Period 4: 12.10 pm	Lunchtime: 1.00 pm	Period 5: 1.50 pm
Period 6: 2.40 pm	After School Activities: from 3.30 pm	

However, due to coronavirus we have had to adjust this significantly. We are currently operating a two week timetable, with three double lessons a day. Students arrive in two waves with different start and finish times, with most buses also operating 2 collection and drop off times.

In year 7 students will have four lessons a week in each of English, maths and science, three each week in a modern foreign language and two in PE, history, geography, ethics and technology. The technology subjects rotate to allow the students to study resistant materials, food technology and music technology and dance for a third of the year each. The students will have one lesson per week in drama, music and computing. In most subjects' students are taught as tutor groups. Maths is the only subject that sets our year 7 students by ability, the students are divided into two halves of the year and there is a foundation and upper set in each half.

In year 8 students will have a similar model but they will have had a choice of the language they study at the end of year 7. Visual Communication (using programmes like Photoshop and video editing) replaces dance in the third technology rotation. Maths and science are taught in ability groups in year 8. In science students rotate through different teachers to allow our students to benefit from subject specialists in biology, chemistry and physics.

In year 9 students begin GCSE content in a number of their core subjects. The science 'rotation system' continues. Year 9 students benefit from one extra English lesson each week; this is accommodated by having only one lesson of ethics. During year 9 students will choose the option subjects they wish to continue studying in years 10 and 11.

KS4 students will have four lessons of maths, five lessons of English every week. The students that have not chosen separate sciences as a GCSE option will have five lessons of science each week leading to two GCSEs in Combined Science. Ethics is a core subject in KS4 and this leads to an additional GCSE in Religious Education. The students will all do two lessons of core PE each week. All students are required to select either history or geography as one of their option choices. In addition, the students can select three other subjects from a range of GCSE and vocational subjects.

Courses offered at KS4 2020 (this may be subject to change for subsequent years)

Core Subjects: All students study the following:

English Language, English Literature, Mathematics, Science, Ethics and Core PE (core PE is not a GCSE course)

Optional subjects: (students choose 3 plus History or Geography)

Art GCSE	Business Studies GCSE	Computer Science GCSE
Drama GCSE	Food Preparation and Nutrition GCSE	French GCSE
Geography GCSE	History GCSE	Music GCSE
Physical Education GCSE	GCSE Spanish GCSE	Triple Science GCSE
Resistant Materials GCSE	ICT - (TLevel 2)	IT BTec (TLevel 2)
Princes Trust	Materials Technology (TLevel 2)	Travel and Tourism (TLevel 2)

Progression from Langtree is typically onto one of our local 6th form colleges or 11-19 schools. We also support many of our students to secure level 2 or 3 apprenticeships. Students are supported in these decisions by a wide ranging and extensive careers and transition programme which includes visits to our local post 16 institutions and Higher Education Establishments, Careers days and evenings, a mock interview process and mandatory work experience for all our year 10 students.

School Uniform

Students are expected to take pride in their appearance and meet the school's uniform code.

Uniform for Years 7-10: Blue v neck logo jumper, white logo polo shirt or white logo shirt with school tie, choice of two styles of black tailored logo trousers or a choice of two styles of skirts

Uniform for Year 11: Grey v neck logo jumper or grey logo cardigan, white logo polo shirt or white logo shirt with school tie, choice of two styles of black tailored logo trousers or a choice of two styles of skirts.

Coats/Jewellery/Shoes: Plain outdoor coat - Coats/scarves should not be worn in lessons. No hoodies, sweatshirts or jumpers should be worn. No denim or leather jackets. Shoes – Leather or leather type only, plain black (**no sports logos**) flat heels only. No trainers, no boots, no canvas shoes. Socks – navy blue, black or white. Tights –black. No leggings or denim clothing of any sort. Belts –black, plain, no studs. Students may wear one pair of small, plain stud earrings, no more than one stud in each ear in line with the County Health and Safety Policy. Studs may not be worn anywhere other than in the ears. No other form of body piercing is acceptable. No other jewellery is permitted. No student should have his/her hair dyed an unnatural colour, nor should any student come to school with a shaven or partly shaved head. Long hair must be tied back for safety reasons in practical lessons – this applies equally to all genders. Discreet makeup may be worn. No nail varnish or nail extensions. Jewellery that is not permitted will be confiscated.

Students may wear one pair of small, plain stud earrings, no more than one stud in each ear in line with the County Health and Safety Policy. One stud may be worn in each ear lobe or in the outer area of the ear, the helix. Students cannot have a piercing in their tragus. Students cannot have multiple earrings even if they are 'invisible' or 'transparent' material. No ear bars are allowed. No other form of body piercing is acceptable.

PE & GAMES EQUIPMENT

All sports clothes and equipment needs to be brought to school as and when it is required and preferably carried in a suitable sports bag. It is very important that all items of equipment and the bag itself should be named clearly. Navy/cyclone blue polo shirt and navy/cyclone blue reversible long sleeve top (both tops are required), unisex navy/cyclone blue shorts or skort, unisex navy/cyclone blue long sports socks. The unisex navy/cyclone blue hoodie is optional, this cannot be worn during team game activities for safety reasons but can be worn for fitness and warm up. All with Langtree School transfer badge. Boys require football boots and trainers. Girls require trainers. Football boots are only required for girls if they are representing the school in a match or tournament. For hockey and football students will need shin pads. For hockey and rugby, gum guards are highly recommended. Shin pads and gum guards can be purchased from any sports retailer.

SCHOOL UNIFORM PURCHASE

All Langtree School uniform **MUST** be purchased from the Trutex website or Trutex shop in Didcot.

A full uniform list and ordering details can be found at trutexdirect.com and enter LEA00254SB or from the Trutex shop in Didcot. 14 Cockcroft Way, Didcot, Oxon. OX11 8LL 01235 211011 www.myschoolwear.co.uk or email enquires@myschoolwear.co.uk

Langtree School Transition Events

Please note that these dates are subject to change and may be virtual events rather than face to face.

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|----------------------------------|-------------------------------|
| • June 2021 | Primary school visits |
| • 24th, 26th May, 14th June 2021 | Parents' Transition Workshops |
| • 22nd June 2021 | Singles/Extra Session |
| • 6th July 2021 | Year 6 Taster Day |
| • 7th July 2021 | Parents Coffee morning |
| • 19th July 2021 | Welcome Evening |

Travel Information

Schools transport is organised and run by Oxfordshire County Council. Further information about transport to school can be found on the Oxfordshire County Council website: www.oxfordshire.gov.uk/schools

Applications to Langtree School.

Oxfordshire County Council acts as the admissions authority for Langtree School.

Parents of children born between 1 September 2009 and 31 August 2010 (inclusive) need to apply for a secondary school place for September 2021. Applications open on 4 September 2020.

How to apply

You can apply online: <https://www.oxfordshire.gov.uk/residents/schools>

The Oxfordshire County Council Admissions Team can be contacted on 0345 241 2487

If your application is late, it will be processed later in the year, and you are far less likely to get a place at one of your preferred schools.

Key dates	Event
4 September 2020	Applications open.
31 October 2020	Closing date for applications.
1 March 2021	National offer day: look online, receive email and letters are sent out by second class post where needed.
16 March 2021	Last date to respond to offers. Last date to be added to the continued interest list for offers made on 1 March. Last date for late applications, and changes of preference.
6 May 2021	Offer day for late applications made by 16 March.
21 May 2020	Last date to respond to offers made on 6 May. Last date to be added to the continued interest list for offers made on 6 May. Last date for change of preference for offers on 6 May
September 2021	Start of the school year.

Allocation day

Everyone who applies online by 31 October 2020 will receive an email on 1st March 2021 advising which school their child has been offered a place at. All applicants will also be sent a letter on 1st March 2021 with all relevant information.

Important things to remember when applying:

- apply on time, i.e. no later than 31 October 2020
- you can list three different schools in order of preference. We strongly advise you to use all three preferences
- it is the responsibility of parents/carers to apply for a school place
- we advise you to enter your catchment (or designated area) school as one of your preferences
- if your application is late, it will be processed later in the year, and you are far less likely to get a place at one of your preferred schools

Langtree School Admission - Over-Subscription Criteria

In accordance with legal requirements, children who have a Statement of Special Educational Needs or an Education, Health & Care Plan naming the school will always be admitted.

If Langtree School is oversubscribed (there are more applications than places available) the following rules will be applied in descending order of priority:

1. Children who are "looked after" by a Local Authority (LA) within the meaning of Section 22 of the Children Act 1989 at the time of their application, and "previously looked after" children. The term "previously looked after" refers only to children who were looked after but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order).

2. Disabled children who need to be admitted to a school on the grounds of physical accessibility. The definition of disability is that contained within the Equality Act 2010.

3. Children of staff in either or both of the following circumstances:

a. where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or

b. the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

4. Children living in the designated area of the school with a brother or sister on roll at the time of application who will still be attending at the time of entry. If there are more applicants than places, priority will be given to those children who live closest to the school using the shortest designated public route as defined on the Directorate for Children, Education & Families' Geographic Information System.

5. Children living in the designated area of the school. If there are more applicants than places, priority will be given to those children who live closest to the school using the shortest designated public route as defined on the Directorate for Children, Education & Families' Geographic Information System.

6. Children living outside the designated (catchment) area who will have a brother or sister on roll at the time of application who will still be attending at the time of entry. If there are more applicants than places, priority will be given to children who live closest to the school by the shortest designated public route as defined on the Directorate for Children, Education & Families' Geographic Information System.

7. Children who attend one of the following schools and live outside the designated (catchment) area:

Checkendon CE Primary School, Goring CE Primary School, Nettlebed Primary School, South Stoke Primary School, Stoke Row CE Primary School, Whitchurch Primary School, Woodcote Primary School.

If there are more applications than places, priority will be given to those children who live closest to the school by the shortest designated public route as defined on the Directorate for Children, Education & Families' Geographic Information System.

A full copy of our admissions policy can be found on the Langtree School website.