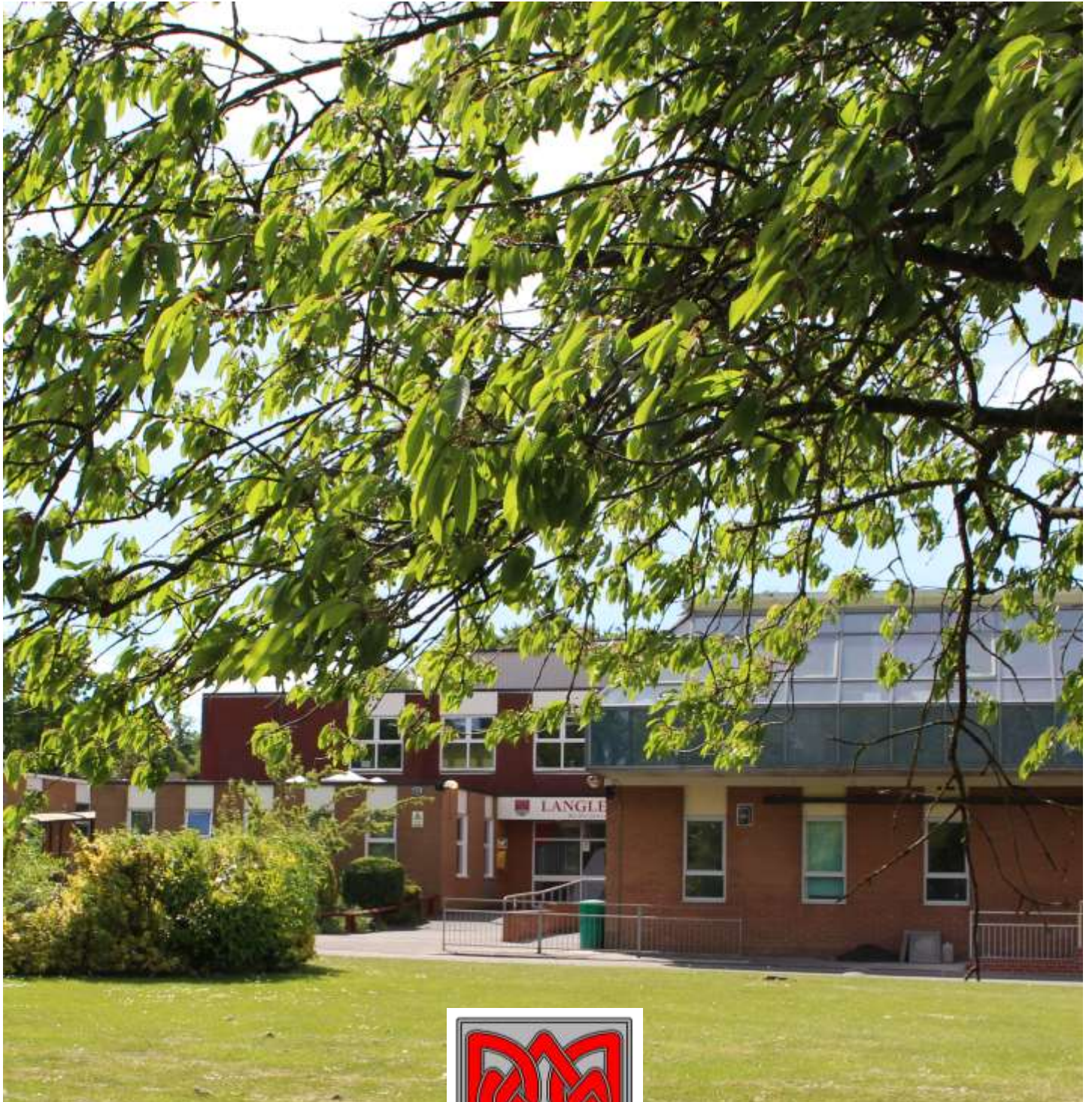


*Be the best we can be*



LANGLEY SCHOOL

**CANDIDATE INFORMATION**  
**2022 - 2023**



**I really feel like the teachers in the school care about the child themselves and not just about the grades. It feels very child focussed and I have been very happy to send my children here.  
Parent 2022**



**The caring attitude of the staff is what makes Langley so unique and special. It is clear that the staff work very hard to make sure my child is able to succeed.**

**Parent 2022**

# 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.

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

Langley School community really does work together to prioritise the needs of individual children and we are passionate advocates for inclusion. We are a comprehensive school in every sense of the word. Our young people come to us from a broad range of socio-economic backgrounds as well as academic starting points and our vibrant community is rich and diverse.

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 2023.

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 11-16 academy. We have approximately 1000 students on roll, a talented and highly committed staff of 70+ teachers and 60+ support staff, as well as an active and supportive Governing Body, representing a wide range of interests and experience.

We enjoy very good facilities, including the on-site Dovehouse Theatre, sports hall, good ICT facilities, Staff laptops, a bright and airy library, digital language laboratory, science labs, music and photography suites, a dance studio with adjoining Media Technology suite, large modern Food Technology facilities and recently two new English classrooms.

We were inspected by Ofsted in July 2017 and were graded 'Good'. The report refers to the 'exemplary conduct' of our students, their 'good progress' and their 'extremely supportive parents' who 'value the quality of education provided'. It goes on to say that 'they behave themselves extremely well in class' and that they are 'kind and considerate'. The report confirms that 'outcomes have been good since the last inspection' and that 'the most able pupils achieve well and most pupils make good progress from their starting points.' 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 .

Great importance is attached to looking after the welfare of each child through a form tutor and a head of year who usually stays with the same students throughout their school career.

A high standard of conduct and effort is demanded of each student, as the school rule is:

**"Everyone will act with courtesy and consideration to others at all times"**

The school continues to strive for excellence in all it does.



# LANGLEY SCHOOL

## What Matters To Us at Langley School

### How we work together:

- 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 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 **collaborate**, working openly and honestly with each other and as part of wider networks, adopting and adapting good practice to fit the Langley context
- We are committed to protecting and enhancing the **wellbeing** of everyone
- 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 **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

## STAFF WELL-BEING CHARTER

**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**

**MINIMAL DATA COLLECTION POINTS**

**BI-WEEKLY MEETINGS FOR TU REPS WITH HEADTEACHER TO PROVIDE STAFF FEEDBACK**

**MINIMAL AND STRATEGICALLY PLANNED PARENTS' EVENINGS, SOME HELD VIRTUALLY**

**NO JUDGEMENTS FOR LESSON OBSERVATIONS**

**ACCESS TO REGULAR AND PERSONALISED CAREER PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

**ACCESS TO BIRMINGHAM HOSPITAL SATURDAY FUND SCHEME**

**AN ANNUAL FLU VACCINATION FOR ALL STAFF AVAILABLE EACH WINTER**

**GENEROUS PPA ALLOWANCE (LOWER THAN NATIONAL GUIDELINES) AND NO MAINSTREAM COVER**

**DEADLINES WELL PUBLICISED AND ANNUAL CALENDAR CONSULTATION**

**TERMLY STAFF SOCIAL**

**A FLEXIBLE AND GENEROUS APPROACH TO FAMILY APPOINTMENTS, CHILDREN'S EVENTS, NATIVITIES, SPORTS DAYS ETC.**

**SLT OPEN DOOR POLICY AT ALL TIMES**

**FREE STAFF ACCESS TO SAS (SCHOOLS ADVISORY SERVICE) WHICH INCLUDES NURSE SUPPORT, COUNSELLING, PHYSIOTHERAPY AND RANGE OF OTHER WELL-BEING SERVICES**

**DIRECTED TIME ALLOCATION BELOW 1265 HOURS**

**OPENNESS TO FLEXIBLE WORKING REQUESTS AT ALL LEVELS, INCLUDING LEADERSHIP ROLES (53% OF STAFF ARE P/T INCLUDING 3 MEMBERS OF SLT)**

**ACCESS TO TEAM AND INDIVIDUAL WELL-BEING ACTION PLANS**

**NASUWT VALUED WORKER SCHEME ACCREDITED**

**NO SUBJECT WRITTEN REPORTS**

**'ONE WORKFORCE' APPROACH TO CPD FOR SUPPORT STAFF AS WELL AS TEACHING STAFF**

**FREE LUNCH ON INSET DAYS**



# Aims of Langley School

- To provide for the individual needs of all students and to enable them to enjoy success and achievement by realising their potential.
- To provide for students a broad, balanced and appropriate curriculum, while encouraging them to develop their individual interests.
- To help students to develop lively, enquiring minds, the ability to learn independently, to communicate with confidence, to collaborate, to question and argue rationally and to apply themselves conscientiously to any task they are undertaking.
- To help students to acquire knowledge, skills, understanding and experience relevant to adult life at home, at work and at leisure, in a fast-changing world.
- To enable students to use and apply language, number and information technology effectively and to guarantee access to the following areas of experience: the aesthetic and creative; the ethical; the linguistic; the mathematical; the physical; the social and political; the spiritual; the scientific and technological; moral, cultural and emotional development.
- To encourage respect for religious beliefs and moral values, an understanding of all races, religions and cultures and a general concern for people and their needs.
- To help students to understand, appreciate and care for the world in which they live and to value the interdependence of individuals, groups and nations.
- To help students to appreciate human achievements and aspirations in all spheres.
- To develop in students qualities of courtesy and consideration, a sense of self-respect and of self-discipline, the capacity to live as independent, self-motivated adults, and the ability to function effectively as contributing members of co-operative groups.
- To provide an environment in which students, staff, parents, governors and all involved in the life of the school can co-operate and collaborate to achieve the above aims in a climate of mutual respect.



# LANGLEY SCHOOL

## IMPROVEMENT PLAN 2022-23

*'Setting out what we can achieve together'*

### STRATEGIC OVERVIEW

STRAND	AIMS	Lead & Governor
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>Develop collaborative local partnerships</li> <li>Respond to outcomes from External Governance Review [May 22]</li> <li>Strive to reduce workload and enhance well-being</li> <li>Develop 'one-workforce' approach to staff training</li> <li>To build leadership capacity at all levels</li> </ul>	<b>CTH</b> K Clarke D Barnes Full Board
<b>Safeguarding, Attendance and Punctuality</b>	<ul style="list-style-type: none"> <li>Achieve for 95%+ attendance for all with 90%+ for vulnerable groups</li> <li>Implement strategic approach to challenging and improving punctuality</li> </ul>	<b>DEV</b> A Forder Personnel Committee
<b>Curriculum, Personal Development and Student Achievement</b>	<ul style="list-style-type: none"> <li>Implement and monitor HoF quality assurance to improve pupil' experiences and outcomes</li> <li>Implement, monitor and evaluate Personal Development programme across Key Stage 3</li> <li>Develop, monitor and review extra-curricular programme, achieving higher rates of engagement</li> <li>Co-ordinate strategic review of curriculum to build upon recovery programme and build in explicit opportunities to promote Equality, Diversity &amp; Inclusion as well as Literacy &amp; Numeracy</li> </ul>	<b>WKE</b> B Freeman B Hoare Curriculum Committee
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>Implement EEF Teaching, Learning and Assessment programme</li> <li>Develop approaches to 'working memory' to build pupils' confidence and skills</li> </ul>	<b>LYA</b> T Abrahams
<b>Disadvantaged students</b>	<ul style="list-style-type: none"> <li>Improve attendance for disadvantaged students</li> <li>Enhance aspirations, engagement and achievement amongst disadvantaged pupils</li> </ul>	<b>LYA</b> J Farndon A Walker
<b>Behaviour for Learning</b>	<ul style="list-style-type: none"> <li>Implement new Pastoral Structure</li> <li>Develop and implement efficient and effective Rewards system</li> </ul>	<b>LBY</b> A Forder Personnel Committee
<b>Equality, Diversity and Inclusion</b>	<ul style="list-style-type: none"> <li>Develop an Equality, Diversity and Inclusion Action Plan Policy, engaging with all stakeholders</li> <li>Provide enrichment opportunities (e.g. external speakers/ drop down days) to celebrate EDI</li> </ul>	<b>LBY</b> G McFarlane
<b>SEND</b>	<ul style="list-style-type: none"> <li>Respond to outcomes from external review [May 22]</li> <li>Build teacher capacity for differentiation and support, maximising the use of TAs</li> </ul>	<b>HCL</b> J Hodgkiss A Ahijado
<b>Mental Health</b>	<ul style="list-style-type: none"> <li>Equip all staff to provide 'stage 1' support for mental health concerns, developing a clear flowchart for escalation of serious concerns</li> <li>Train, introduce and monitor a pupil-led Mental Health Ambassador Programme</li> </ul>	<b>HCL</b> K Hemmings
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Develop, implement and review whole school assessment strategy which is meaningful and impactful for all stakeholders, tracking progress and enhancing outcomes</li> <li>Build confidence and understanding amongst staff to use SISRA to enhance outcomes</li> </ul>	<b>NVA</b> M Marshall S Tustain



# Curriculum

We are committed to developing the individual, personal and academic potential of all students to the full, thus enabling them to attain the highest academic standards of which they are capable whilst at the same time becoming fine, responsible, respectful and respected citizens.

We offer a curriculum which caters for all levels of ability and provides courses for students with aptitude in particular areas, as well as specialised help for those with learning difficulties. Additional Vocational qualifications will be available as options from Sept 2022, to offer alternatives to students who may not want to take the traditional GCSE route.

# Opportunities

At Langley, we believe it is very important for staff at all levels to have the opportunities to develop and progress in their careers. We have a robust programme for Performance Management that is supported by our Well-being Strategy. We offer aspiring middle and senior leaders opportunity to take part in nationally recognized NPQs (National Professional Qualifications) through our local Teaching School Hub. Teaching staff, this year, have formed Teaching and Learning Coaching Partnerships which allow cross-Faculty collaborative work, focussing on a specific area of their teaching. Time is allocated to these groups to discuss ideas, research, observe one another and reflect on classroom-based practice. Our impressive rates of staff retention are testament to the opportunities offered to staff for internal progression; professional support and development opportunities.

# 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.





*Be the best we can be*



LANGLEY SCHOOL

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