

# LGS Headlines

## July 2021



Dear Parents

I am writing this edition of LGS Headlines at the start of the holiday period. Term finished on Friday of last week in a blaze of long-overdue sunshine, perhaps finally convincing us that this was the summer after all....!

This has been a very strange year for all of us, and it may feel in many ways as though term has simply stopped rather than having a real 'ending.' This is partly because of the ongoing change that we are experiencing as a school as we near the end of the building project, and partly due to the lack of those other 'big events' which we might normally hold at this time of year.

We returned to school last September cautiously optimistic about how the year would progress. Of course, we had all the restrictions of the system of controls in place and had to get used to bubbles, segregated social zones, staggered timetables and so on - but we probably all expected things to get better during the year. However, instead we had the emergence of Covid variants and the increase in cases that led to the second lockdown and school closure period in January. Weeks of remote learning were followed by a return in March to renewed infection controls, mask wearing and regular Covid testing. No wonder that we are all exhausted - students, staff, and probably you as parents as well!

All of this has happened against the backdrop of our ongoing building project which has constrained our operation as a school in so many other ways as well, and deprived us temporarily of facilities such as the hall and library. However, as we have now taken possession of the new main building, and with just a few weeks left until the works are completely finished, it does feel worth it. There are some pictures of the new building in this newsletter and I very much look forward to being able to show the new school facilities to you in person during the autumn term.

As we close the 2020-21 academic year I would simply like to say thank you once again for your support, patience, and encouragement to us as we have navigated our way through an extremely difficult time.

With my best wishes to you and your families.

*Mr J Constable - Headteacher*

**During the summer holiday the school site will be open for a limited time each day. If you have any questions, please contact us on 01753 598300 or email [school@lgs.slough.sch.uk](mailto:school@lgs.slough.sch.uk).**

***Your query will be passed on to the most appropriate member of staff, but please remember that non-urgent queries are unlikely to be dealt with until the start of the new term in September.***

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Please visit our website at

[www.lgs.slough.sch.uk](http://www.lgs.slough.sch.uk)

Follow us on Twitter @lgs\_news



# Staff update

## Goodbye to staff.....

At the end of the summer term it is always sad to say goodbye to members of staff who are leaving the school.

This year we say goodbye to the following members of our teaching and support staff.....

- ◇ **Miss Imogen Holland** - leaving to resume her studies after supporting the Design Technology department as a technician since October 2020
- ◇ **Ms Kate Ludwig** - moving on to the Piggott School after covering covering Mrs Bray's maternity leave in the English department.
- ◇ **Ms Victoria Caine** - relocating to the north of England after teaching Music here for a year.
- ◇ **Mrs Ravinder Saran** - one of our lunchtime supervisor team, who leaves to take a role in another local school.
- ◇ **Mr Matthew Lang** - leaving the Economics team to teach overseas.
- ◇ **Mr Muhammad Shan** - leaving the Maths team to move to the Middle East with his family.
- ◇ **Mr Jacques Jansen van Rensburg** - also leaving the Maths team as he relocates to Cambridgeshire.
- ◇ **Mr Tony Hetherington** - who is retiring from the Maths team after 9 years teaching at LGS.
- ◇ **Mrs Gillian Gooding** - our Cover Manager who retires after 13 years at the school.
- ◇ **Mrs Alison Congdon** - retiring after 15 years here as our Admissions Officer.
- ◇ **Miss Felicity Northcott** - who leaves the school after 16 years to take up a post as Head of Drama at a school in Ealing.

There are also changes in the Senior Leadership Team:

- ◇ **Mr Greg Trigg** is retiring after 14 years as our School Business Manager here. Mr Trigg has led the support staff, and looked after the school's buildings and finances. He and I first started discussing the state of the school buildings around about 2012, and have worked together on the rebuilding project since we first applied to the DfE to rebuild the school in 2014. It has taken 7 years to bring this building project to reality – and Mr Trigg has done much of the hard graft project managing it on behalf of the school and working with the builders and the DfE. The new buildings are a tribute to his determination to ensure that your sons and daughters have the best facilities possible in the future.
- ◇ **Mr Paul Adams** will still be here in September as a part-time PE teacher, but is stepping down from the Senior team after over 15 years as Assistant Headteacher, and for the last three years as interim Deputy Headteacher. We are very grateful to him for his service on the senior team, and particularly for all the work he has led over the 18 months dealing with the Covid arrangements. Setting up and running an asymptomatic Covid testing centre wasn't on the job description when he stepped up as deputy head!

***Please join us in thanking all our departing staff for their contribution to the school, and wishing them well for the future.***





# The new building

We took possession of the new main building on Wednesday of last week. This building contains our Reception and admin offices, staff facilities, dining room and kitchens, main hall, dance studio and music room, and the new Library.

During the summer holiday we will be working hard to sure that the interior of the building is furnished and ready for students as they return in September.

There will be opportunities for parents to see the new buildings for themselves during the autumn term.



The following panoramas of the new central area were taken last week by students.....





# Autumn term 2021

## Autumn term return to school

The revised guidance for the new school year from the Department for Education requires us to offer on-site asymptomatic Covid-19 testing as students return to school. This requires us to operate a staggered start to the term. The provisional plans are as follows - these will be confirmed on our website and to you directly by email before the start of term.

Day	Year groups returning to school in school	In-school asymptomatic Covid-19 testing
<b>Wednesday 1st September</b> <b>Thursday 2nd September</b>	Staff training days No students in school.	Testing for staff only
<b>Friday 3rd September</b>	Year 7 & Year 12 induction	Years 7 & Year 12
<b>Monday 6th September</b>	Years 10, 11 and 13	Years 10, 11 & 13
<b>Tuesday 7th September</b>	Year 8 & Year 9	Year 8 & Year 9
<b>Wednesday 8th September</b>	All year groups now back	Years 7 & Year 12
<b>Thursday 9th September</b>	All year groups now back	Years 10, 11 & 13
<b>Friday 10th September</b>	All year groups now back	Years 7 & Year 12

## Timings of the school day

In September we are expecting the timings of the school day to return to normal, with just some minor changes to the lesson timings during the day to facilitate movement around the school. The new timings are shown below.

Structure of day	Timings
<b>AM registration</b>	8.20 – 8.50 am
<b>Period 1</b>	8.50 – 9.50 am
<b>Movement time</b>	9.50 – 9.55 am
<b>Period 2</b>	9.55 – 10.55 am
<b>Break</b>	10.55 – 11.15 am
<b>Period 3</b>	11.15 – 12.15 pm
<b>Movement time</b>	12.15 – 12.20 pm
<b>Period 4</b>	12.20 – 1.20 pm
<b>Lunch</b>	1.20 – 2.15pm
<b>Period 5a</b>	2.15 – 3.15 pm

## Infection controls

The Department for Education has issued guidance for schools for implementation in the Autumn term.

There are four key aspects to the 'system of controls' required by Public Health. These are:

- Ensure good hygiene** for everyone - hand washing or sanitization, and good respiratory hygiene.
- Maintain **appropriate cleaning** regimes - to include more frequent regular cleaning of 'touch points' such as door handles.
- Keep occupied spaces **well ventilated** - by opening classroom windows and doors and maintaining good air circulation.
- Follow **public health advice** on testing, self-isolation and managing confirmed cases of COVID-19 within the school community.





# Meet our new senior students



## Anastasia Simmonds - Head Girl

*"In Langley Grammar School, the students procure more than just a set of excellent exam results, but also relevant skills that will assist in prospective degrees, apprenticeships and careers. Within the classroom, our curiosity and desire to learn thrives. Within the school, we are presented with a broad range of opportunities spanning from student leadership positions to extracurricular activities like sports, prompting us to build our confidence, teamwork and independence. Perhaps most notably, the community encompasses a wide range of backgrounds, while the school cultivates an inclusive environment in which each individual is valued and recognised for their unique talents."*

## Ahmet Kucuk- Head Boy

*"Our school prides itself on the creativity and confidence of its students. Upon entering our school gates, there is a pulse of our community, providing a nurturing space for growth and learning. From sports to academic excellence, our school offers a diverse range of opportunities, each a stepping stone towards our academic and social development. Langley takes a holistic approach to education, reminding us to go above and beyond the classroom to gain a deeper understanding of disciplines that we may pursue later on. As our ethos reminds us, we strive to reach our full potential as individuals and a community."*



## Zainab Shaik- Deputy Head Girl (Equalities agenda)

*"Langley Grammar School bases its foundational principles in nurturing its students allowing them to prosper to become unique, well-rounded and ambitious individuals guided by professionalism, humility and service to the community. From the get go, we are taught to strive for the best and learn from our failures and successes alike with staff always being supportive and appreciative of our efforts. The school has presented my peers and I with countless opportunities to enrich ourselves beyond the scope of curriculum, enabling us to carry ourselves with a cloak of confidence both within and past the walls of school."*

## Krish Vaid - Deputy Head Boy (Equalities agenda)

*"LGS's unique ethos creates an environment specialised for adaptive, full-potential learning, which doesn't sacrifice strength of character for strength of grades. Focus days dedicated to creating the image of a 'student ready for the larger world' help LGS students look towards the future and their potential life paths, instead of being hyper focused only on the grade sheet in front of them. It's this aim carried forward by both the senior leadership team, wider staff, and form tutors that prepares children at the school for life beyond the classroom, ensuring that they are something more than a walking set of exam results."*



## Anisha Thind - Deputy Head Girl (operational)

*"Langley Grammar School is a prestigious academic school; its supportive community still manages to cater for their students' individual needs. The school achieves this by offering different activities to all students ranging from sports to music. Langley Grammar School offers a very welcoming and diverse community, giving students a safe environment to grow into people who are more than just a walking set of exam results. Langley Grammar provides many opportunities to allow their students to thrive and gain transferrable life skills. This school has gifted me the opportunity to succeed as an individual, allowing me to reach my full potential."*

## Sameer Gonuguntla - Deputy Head Boy (operational)

*"Throughout my time at Langley Grammar School I was mentored to grow and develop into the person I am today. I was able to find new interest and hobbies through a wide range of sports, art and music activities. The staff provide a great support system which has allowed me to excel in all aspects of school life, not just academically, right from the start when I joined in Year 7. Everyone at the school feels a strong sense of community and we all strive to be the greatest that we can be, helping each other along the way."*





# Updates

## Changes to Ofsted framework

Langley Grammar School was last inspected by Ofsted in May 2007, when it was judged to be 'Outstanding'. Since then, in common with all other schools with an outstanding grade, the school has been exempt from routine inspection.

Following changes to the Ofsted framework earlier this year, outstanding schools are no longer exempt, and in the future will be regularly inspected on a five year cycle. Ofsted has also indicated it will prioritise visits to schools which have gone the longest since their last inspection. This means that Ofsted will *almost certainly* visit LGS next year, are *very likely* to come in the Autumn term, and *could* come as early as mid-September.

During an inspection, parents are asked for their views on the school by completing a survey on Ofsted's Parent View website. We have compiled an internal school questionnaire based on the Ofsted questions, and would invite you to complete it over the next couple of weeks.

## LGS Parent Survey

In order for us to gauge your opinions, and for us to plan some of our development work next year, we would like to invite you to complete our own internal school survey. You can do this by completing the Microsoft Forms questionnaire which can be found at the following link:

<https://forms.office.com/r/TYKk5fJzzE>

Information from the survey - which can be completed anonymously - will help us plan the series of Autumn term parent briefings which are intended to help you support your son or daughter effectively.

The survey will close on **Friday 6th August**.

## Twitter

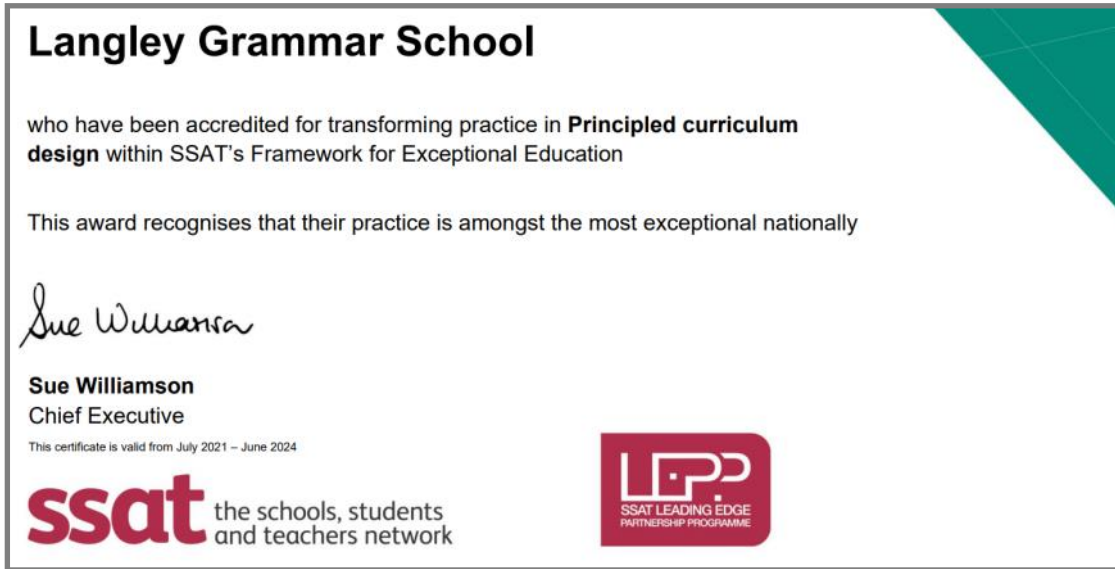
Please follow us on Twitter at [@lgs\\_news](https://twitter.com/lgs_news) for regular updates on what is happening in school.....





# Framework for Exceptional Education

We are delighted to have been recognized in a further strand of the SSAT’s Framework for Exceptional Education, this time for our curriculum design.



SSAT moderator Alex Galvin said in her report that

*“Current practice is the culmination of a long-term focus on curriculum intent and a clearly defined whole-school ethos which recognises both academic achievement and students’ personal development.*

*All of the people I spoke to have a shared determination to ensure that the curriculum offer meets the needs of their students. This has resulted in careful consideration of the demographic of the school, identification of likely gaps in knowledge and experience and analysis of the performance of groups and individuals. The curriculum offer aims not only to ensure that students leave with excellent academic outcomes but also that they are prepared for the world beyond school.*

*As a high-performing grammar school, not surprisingly, emphasis is placed on academic excellence. There has been an ongoing focus on subject expertise and ensuring that students have the academic skills required to achieve the highest grades. This has included some excellent work on disciplinary literacy and vocabulary acquisition.*

*However, there is also a strongly held view that the curriculum is much more than academic subjects and that students are much more than the sum of their examination results. Technology is used very effectively to provide opportunities for creativity and open-ended thinking. “*







# Relationships and sex education

## New Department for Education guidance on PSHE

The Department for Education has issued new statutory guidance on personal, health and social education which must be implemented in schools from September 2021. The revised guidance focuses particularly on aspects of relationships and sex education which must now be taught in schools.

At Langley Grammar School, there are **relatively few changes required** to our existing curriculum, as most of the content which is now compulsory has already been included in our Personal and Citizenship Studies (PCS) lessons or other subject areas such as Information Technology, Science and Philosophy & Ethics. However, there are some areas of content which we will need to expand and to which we may need to give greater attention.

We have also updated our Relationships and Sex Education policy as required by the new guidance. We are also required to consult parents on the policy. You should have received a copy of the draft policy attached to the email with this newsletter. If you would like to make any comments, you can do so using the Microsoft Forms questionnaire which we have set up at:

<https://forms.office.com/r/TeYpbiXDDE>

The form asks you for your name and your son or daughter's year group. If you have more than one child in the school, please complete a separate response in relation to each, as your children may have different needs because of their gender or age. As this is a consultation, it is not anonymous. We may wish to follow up particular comments you have made, or engage with you as part of an ongoing discussion through the year as we implement the 2021-22 curriculum programme. **The consultation closes on Friday 6th August.**

**The key areas of content** of the compulsory Relationships and Sex Education curriculum are:

**Families** - how family relationships might contribute to human happiness and their importance for bringing up children, including the importance of marriage as a relationship choice for many couples and why it must be freely entered into; the characteristics and legal status of other types of long-term relationships; and the roles and responsibilities of parents with respect to raising of children.

**Respectful relationships** - the characteristics of positive and healthy friendships including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, and how stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage; the legal rights and responsibilities regarding equality; what constitutes sexual harassment and sexual violence and why these are always unacceptable.

**Online and media** - children and young peoples' rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts; online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online; what to do and where to get support to report material or manage issues online; the impact of viewing harmful content, including sexually explicit material.

**Being safe** - the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships; how people can actively communicate and recognise consent from others, including sexual consent.

**Intimate and sexual relationships** - recognising the characteristics and positive aspects of healthy one-to-one intimate relationships, including mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship; that physical and emotional health can be affected positively or negatively by choices in sex and relationships; the facts about reproductive health, including fertility and menopause; strategies for identifying and managing sexual pressure; that they have a choice to delay sex or to enjoy intimacy without sex; contraceptive choices, pregnancy and miscarriage.





# Sexual harassment and abuse



## SASH

### *The Slough Association of Secondary Headteachers*

Dear Parents

You may be aware that the national schools' inspectorate, Ofsted, recently published its findings from a rapid review of sexual abuse in schools.

The full report can be found here: <https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>

All Slough schools have long had robust processes in place to respond with urgency and sensitivity when issues of this nature arise. The Ofsted report suggests that much of this abuse takes place in unsupervised areas outside school, such as parks or parties without adult supervision, but there are also incidents in schools which go unreported. However, what is particularly shocking to note from the report is the sheer prevalence of sexual harassment and online sexual abuse which Ofsted found.

Slough secondary schools have always worked in collaboration to serve the best interests of the young people of Slough. We are clear that any form of harassment or abuse is unacceptable and we are committed to working with primary school colleagues, families, the Local Authority and a full range of agencies to play our part in the community response to this problem which is required if we are to ensure our young people are safe.

As guided by Ofsted, we accept that our starting point should be to assume that sexual harassment is taking place in our schools, even if we have no evidence to support that and, on that basis, all Slough secondary schools are committed to a range of action including:

- \* creating an environment where staff model respectful and appropriate behaviour
- \* ensuring children and young people are clear about what is acceptable and unacceptable behaviour
- \* creating an environment that allows children and young people to be confident to ask for help and support when they need it
- \* carefully planning and implementing our Relationships, Sex & Health Education (RSHE) curriculum and pastoral programme
- \* having in place sanctions and interventions to tackle poor behaviour
- \* providing support for children and young people who need it
- \* providing training and clear expectations for staff and governors
- \* pro-actively seeking and listening to the views and experiences of children and young people
- \* sharing good practice within and across schools and partners

As the harassment or abuse very often happens outside school in the community or online, we would encourage all families to use the publication of this report to raise the topic with their children in an open and supportive manner. There are important lessons and learning here for every child, irrespective of gender. We are committed to working together to encourage children to feel able to disclose anything that makes them uncomfortable, to empower them to make the right choices, and to make our schools and communities as safe as they can be.