

Langford Primary School

Inspection report

Unique Reference Number	100332
Local Authority	Hammersmith and Fulham
Inspection number	354838
Inspection dates	28–29 June 2011
Reporting inspector	Lynda Welham

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	283
Appropriate authority	The governing body
Chair	Mrs Helen Meixner
Headteacher	Mrs Anne-Louise De Buriane
Date of previous school inspection	19 June 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited an assembly and 16 lessons, observing 14 teachers. Inspectors also held meetings with pupils, staff with key responsibilities, representatives of the governing body and representatives from the local authority. They observed the school's work and evaluated documentation such as policies, the school improvement plan, pupils' work and records of their learning and progress. Inspectors analysed 43 questionnaires completed by parents and carers, 15 from members of staff and 100 completed by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How successfully leaders and managers are sustaining and building on strategies for improvements.
- The quality and consistency of teaching across the school to enable all pupils to make good progress, including those who are higher attaining.
- The impact of the school's efforts to improve pupils' attendance.
- How effectively leaders at all levels evaluate the quality of the school's work and use this information to plan for future improvements.

Information about the school

This is an average-sized school. The majority of pupils are of White British heritage, although a higher than average proportion of pupils come from minority ethnic backgrounds, predominantly Black or Black British-African, and speak English as an additional language. An above average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above average, including those with a statement of educational needs. Their range of difficulties mainly relate to moderate learning, autism, speech, language and communication difficulties, and behavioural and emotional problems. It has gained the Healthy Schools and Activemark awards. The school has been awarded Extended School Status.

The school has expanded in size since the last inspection. In June 2010, the provision for children who have a statement of needs related to behavioural, emotional and social development needs located to the school site. There are eight children in this provision, known as The Courtyard. The school provides opportunities for these pupils to be included in mainstream classes and to share break and lunchtime outdoor areas with pupils from Years 3 to 6. The Early Years Foundation Stage consists of a part-time Nursery and two full-time Reception classes. There are now three classes of mixed Year 1 and Year 2 pupils, three classes of mixed Year 3 and Year 4 pupils and single year groups in Years 5 and 6. There has been a 50% turnover of staff in the current academic year in Years 1 to 6.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

The school provides a satisfactory education. Its strengths lie in the pastoral care it provides for all pupils and the integration of pupils whose circumstances make them potentially vulnerable, including children from The Courtyard. The strong ethos of care and consideration for others leads to pupils' good spiritual, moral, social and cultural development and good behaviour. Pupils are kept safe and feel safe. They contribute well to the community. The school's satisfactory curriculum is enhanced by well-attended extra-curricular activities that contribute well to pupils' personal development. Attendance is average. The majority of parents and carers appreciate the work of the school. One wrote, 'My child has progressed since being at Langford School. She is very happy and I am satisfied that she feels safe and secure in the daily surroundings.'

Pupils' progress is satisfactory and, at the end of Year 6, pupils' attainment in English and mathematics is broadly average. Progress is slower in writing than in reading, because at times teachers do not explain writing activities clearly. Children get off to a good start in the Early Years Foundation Stage. This is a significant improvement since the last inspection. Between Years 1 to 6, pupils make satisfactory progress. There are examples of good progress, especially in Years 5 and 6. However, this is not consistent across the school, particularly in Years 3 and 4, where staffing has been unsettled.

Teaching and learning are satisfactory. Relationships are good and most pupils respond well to their teachers. Generally, pupils behave well in class and are keen to learn. Despite this, teachers' expectations are not always high enough to ensure that pupils in every lesson understand what they are expected to learn. At times, assessment information is not used to ensure that learning activities match the ability of individuals and groups. Pupils with special educational needs and/or disabilities and pupils from different minority ethnic groups make satisfactory progress.

Leadership and management are satisfactory. Pupils' progress is tracked and assessment systems enable leaders and staff to pinpoint how well different groups are achieving. However, the school improvement plan does not show enough detail about how the school will evaluate the impact of its work on raising attainment. Although self-evaluation is generally accurate and senior leaders regularly monitor the quality of teaching, their evaluations are sometimes over-generous and lack clear points for action for teachers and support staff in order that teaching standards can become consistently good across the school.

The governing body is very committed to the improvement of the school. Through training on attainment and pupil target setting it is developing greater influence in determining the strategic direction of the school. Signs of recent improvement in attainment for Year 6 and Early Years Foundation Stage children, and improving attendance rates show the school has a satisfactory capacity to improve.

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Up to 40% of the schools whose overall effectiveness is judged as satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve progress in writing, so pupils achieve at least as well in this area as they do in reading and mathematics by:
 - ensuring that core writing skills are consistently practised throughout the curriculum, including opportunities for extended writing
 - teachers explaining writing activities more clearly
 - providing clearer guidance to pupils through teachers' marking so that they know how to improve their work.
- Raise the standard of teaching across the school to good or better by July 2012 by:
 - ensuring that pupils in every lesson understand what they are expected to learn
 - using assessment information to match work more closely to the needs of pupils and providing appropriate levels of challenge especially to higher-attaining pupils.
- Ensure the school development plan success criteria show measurable and challenging attainment targets for each year group and for high-attaining pupils.

Outcomes for individuals and groups of pupils**3**

Children begin school with skills and knowledge that are below those typically seen. Achievement is satisfactory, with pupils making more rapid progress in Years 5 and 6 so that they achieve average attainment by the time they leave the school. The progress of pupils with special educational needs and/or disabilities is in line with that of other groups of pupils. At times, there is not enough focus given to support and challenge higher-attaining pupils. Those who speak English as an additional language make similar progress to their peers and there is no disparity in progress between pupils of different ethnic heritages. Pupils who take up free school meals make satisfactory progress. The academic progress made by pupils in The Courtyard is satisfactory and the school rightly focuses on improving their behaviour and attitudes so that they are able to access learning. Most pupils enjoy school and are keen to learn, particularly when they are given challenging work that captures their interest. For example, pupils in Year 6 worked collaboratively to produce a school magazine and children in the Early Years Foundation Stage were inspired and excited when making kites to fly. In a small number of less successful lessons, adults direct pupils too much and work is not always challenging enough for them. Overall, pupils' positive attitudes support their satisfactory achievement. Their behaviour is good.

Pupils' awareness of the importance of physical activity and a healthy diet are good. This is reflected in the school achieving Healthy School Status and Activemark Award. They are well aware of how to keep themselves safe, including an understanding of safety outside school, such as road safety and while using the internet. Pupils are keen to help one another and contribute to their harmonious school community. This is evident in pupils taking on roles on the school council, in the local community and in the school's developing links with schools in other areas and countries.

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Pupils develop their economic awareness through enterprise activities in managing budgets for the stalls at the school fete. The pupils' average basic skills and attendance prepare them satisfactorily for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Although the quality of teaching varies, effective classroom management, strong relationships and learning in a 'real-life' context are strengths. However, activities do not always expect enough from pupils, particularly the higher attainers. Assessment information is not always used consistently to guide lesson planning. Marking is supportive but does not necessarily help pupils to understand what they have to do to improve. The use of target setting is firmly embedded in Years 5 and 6, which accelerates learning and progress for these pupils, but is inconsistent across the school.

The curriculum is broad and balanced and fulfils statutory requirements. A good range of clubs and other activities enhance the personal development of pupils, particularly their understanding of healthy lifestyles. However, these extra-curricular activities are limited to Key Stage 2 pupils. Pupils speak positively about residential visits that are available in Years 5 and 6. These enhance community cohesion as there are opportunities to engage with different communities. The curriculum is adjusted effectively to meet the very specific needs of pupils from The Courtyard. Progress in writing is not as rapid as in reading and mathematics. This is partly because there are not enough opportunities to write

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extensively and for meaningful purposes. This is especially the case in Years 3 and 4. However, this improves in Years 5 and 6. Mixed-age classes are catered for through an appropriately organised two-year cycle of lesson themes.

Staff take pupils' concerns seriously and pupils say that if they turn to staff, issues will be dealt with. Staff know the pupils well and ensure that those whose circumstances make them potentially vulnerable receive good support. As a result, these pupils are integrated into the life of the school, make satisfactory progress from their various starting points, and gaps in their learning are closing. It is the unequivocal view of parents that the school keeps their children safe and pupils' views indicate that they feel safe at school. Good attempts have been made to ease the transition from the Early Years Foundation Stage to Year 1 by developing an approach to learning similar to Early Years Foundation Stage practice. Good specialist support is provided for pupils through effective partnerships with outside agencies such as health care services. Extended provision offers good support and guidance to pupils, parents and carers, and other adults in the community through activities such as breakfast and after-school clubs and adult education classes. The school has been successful in improving pupils' attendance to average levels.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management, including governance have a number of strengths such as the drive and determination to continue to raise attainment and improve pupils' progress. However, they are satisfactory overall because the school has yet to ensure that all groups of pupils make good progress. Systems and structures to monitor and evaluate the work of the school and pupils' progress are now in place. Teaching is monitored regularly, although judgements on performance can be over-generous. There is a shared understanding by all staff of the next steps needed to take the school forward. The school development plan correctly identifies priorities for the school but lacks clear monitoring and evaluation criteria, including attainment targets for different years and for higher attaining pupils. Professional development, including coaching by leaders and a successful partnership with another local school, has helped improve outcomes for pupils.

Governors are knowledgeable about the work of the school and are becoming more proactive in monitoring and evaluating the school's performance. The governing body works closely with the senior leaders to ensure that safeguarding and child protection procedures are robust. They are united in their commitment to equal opportunities and have given good support to the school in establishing specialist provision on site for pupils

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with behavioural, social and emotional difficulties. Governors are aware of the need to develop systems for seeking the views of parents and carers and for acting on these.

Safeguarding arrangements are good. These are firmly established in policies, working practices and the ethos of the school. There are well-managed systems for child protection, health and safety across the school. There was no evidence of discrimination at the time of the inspection. Although improving, progress is uneven for pupils across the school because some are not benefiting from the same level of good teaching as others. By the time pupils leave the school, however, there is no significant difference in standards or progress between groups, so equality of opportunity is satisfactory. The school promotes community cohesion well both within the school and the wider community. The school has links with different national communities that encourage pupils to understand and value people's differences, beliefs and lifestyles. The school is in the process of extending links with different communities in the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Relationships with parents and carers, and induction procedures are good. One parent commented that her child wanted to come to school even at weekends and holidays. Children settle happily into the Nursery and make good progress. They behave well and enjoy learning in a safe environment. Children quickly learn the importance of personal hygiene and how to keep themselves safe. On entry to the Nursery, most are operating at levels well below that expected for their age. They make good progress over the year, but their attainment on entry to Reception is still below age-related expectations, particularly in communication, language and literacy, and calculation. However, the proportions reaching average levels in these areas on entry to Year 1 are rising and their personal development is above average. Provision and planning have improved considerably since

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the last inspection. There are increased opportunities for children to learn purposefully through play both indoors and out. For example, children were learning how to measure sticks using cubes and how to use mathematical language such as 'shortest' and 'longest'.

The leadership and management of the Early Years Foundation Stage are good. Thorough assessment is made of children's skills on entry. Children's Learning Diaries, which include photographs and samples of work, help children to reflect on their progress and learning. These Learning Diaries are precisely evaluated and annotated, which helps inform parents and carers about the Early Years Foundation Stage curriculum and how they can help their children to learn. Resources are good overall, although the lack of shelter in the outdoor learning space is restrictive.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The return rate of questionnaires from parents and carers was lower than in most primary schools. The majority of parents and carers are pleased with their children's experiences at school. All parents and carers feel that their children enjoy school and that the school keeps their children safe.

A few parents and carers commented felt that their children do not make enough progress at school. Inspection evidence supported this view. A very small minority of respondents felt that the school is not led and managed well. Inspectors judged the school to be led and managed satisfactorily. A very small minority felt that the school does not deal effectively with behaviour. Inspectors found that behaviour in the school is good. Rare incidents of misbehaviour are managed well and dealt with appropriately.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langford Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 286 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	60	17	40	0	0	0	0
The school keeps my child safe	28	67	14	33	0	0	0	0
My school informs me about my child's progress	20	48	20	48	1	2	0	0
My child is making enough progress at this school	16	38	22	52	2	5	1	2
The teaching is good at this school	19	45	20	48	1	2	1	2
The school helps me to support my child's learning	17	40	15	36	4	10	0	0
The school helps my child to have a healthy lifestyle	23	55	18	43	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	40	21	50	2	5	1	2
The school meets my child's particular needs	16	38	17	40	2	5	7	17
The school deals effectively with unacceptable behaviour	16	38	22	52	4	10	0	0
The school takes account of my suggestions and concerns	12	29	26	62	1	2	0	0
The school is led and managed effectively	17	40	15	36	8	19	0	0
Overall, I am happy with my child's experience at this school	20	48	13	31	2	5	6	14

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 June 2011

Dear Pupils

Inspection of Langford Primary School, London, SW6 2LG

Thank you for making us so welcome when we visited your school recently. The other inspectors and I really enjoyed meeting you. We judged Langford to be a satisfactory school, which means that there are some things that are good and areas that need to improve. We thought you were kind and respectful to each other and that you behaved well in lessons. All the staff care a great deal about how well you are doing and how happy you are. You know how to keep yourself safe and you have a good understanding of how to keep healthy. Your attendance is improving and so is your progress, and the standards you reach in English and Mathematics by the end of Year 6 are average.

We have asked the headteacher, staff and governors to focus on three areas to make the school even better. We have asked them to give you more opportunities to develop your writing because you make better progress overall in your reading and mathematics. We have also suggested that the school should make all teaching good in every class. This means you will all make good progress. Finally, we have asked the senior managers and governors to plan more carefully for the future improvements in the school, focusing on improving your standards in English and mathematics.

We hope you will continue to enjoy school and you can help the improvement by working hard in all you do, but especially your writing, and by continuing to attend regularly.

Yours sincerely

Lynda Welham

Lead inspector

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