

Langford Primary School

Gilstead Road, Fulham, London, SW6 2LG

Inspection dates

14–15 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Require improvement	3
Leadership and management		Require improvement	3

Summary of key findings for parents and pupils

This is a school that has serious weaknesses

- Pupils' achievement in English and mathematics is inadequate because teaching over time has been weak.
- Pupils do not make enough progress and the proportion making the expected progress in reading, writing and mathematics in Key Stage 2 has declined and is lower than in other schools.
- Pupils are having to catch up on where they should be and there are significant gaps in their knowledge and understanding.
- There are not enough opportunities for pupils to write at length across the different subjects, and pupils' attainment in writing is weak.
- Teachers sometimes talk for too long and pupils do not have sufficient opportunities to be actively involved in their own learning.
- Teachers do not check carefully enough on pupils' progress in lessons or intervene quickly enough to rectify any misunderstandings.
- School leaders have previously been ineffective in improving the quality of teaching and preventing the decline in pupils' achievement.
- Governors do not have a good enough understanding of the school's work and have not done enough to hold senior leaders to account for the quality of teaching and pupils' progress.

The school has the following strengths

- The executive headteacher and the head of school are working effectively with school leaders to improve the quality of teaching and raise achievement, showing that they have the capacity to drive improvements.
- Marking of pupils' work and the feedback provided have improved.
- Staff morale is high and parents have a greater confidence in the school as the pace of change to bring about improvements increases.
- The introduction of daily guided reading and phonics sessions is having a good impact on attainment in reading.
- Attendance has improved and is now average.
- Pupils feel safe at school and their behaviour and attitudes to work are improving.

Information about this inspection

- Inspectors observed teaching in all classes. They observed 21 lessons, eight of which were joint observations with the executive headteacher, head of school, deputy headteacher or assistant headteacher.
- Meetings were held with two groups of pupils and inspectors listened to some pupils reading and discussed their reading with them.
- Discussions were held with the Chair of the Governing Body and two other governors, senior leaders and managers and a representative from the local authority. In addition, inspectors spoke to parents in the playground at the start of the school day.
- Inspectors observed the school's work and examined a range of documents, including records of the school's analyses of its strengths and weaknesses, the school's performance data, improvement plans, records of monitoring of the quality of teaching and records relating to behaviour, safety and safeguarding. Pupils' books were also scrutinised to look at their progress, the quality of teachers' marking and feedback and curriculum coverage.
- Inspectors looked at 36 staff questionnaires and took account of 32 responses received from parents and carers to the online questionnaire (Parent View).

Inspection team

Avtar Sherri, Lead inspector

Additional inspector

Elaine Hamilton

Additional inspector

Noureddin Khassal

Additional inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- The school is larger than the average-sized primary school. The proportion of girls in the school is well below average.
- The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion of pupils whose first language is not English. Pupils come from a wide range of ethnic groups. The largest group is of White British pupils, and those from Black African heritage form the next sizeable ethnic group.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for pupils known to be eligible for free school meals, children in care of the local authority or children from service families, is well above average. There are no children from service families currently in the school.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- The school has a breakfast club and runs a full extended service provision.
- The school has been in a hard federation with a local secondary school since February 2012 under the leadership of a single governing body and an executive headteacher, but it has its own budget.
- A new Chair of Governors was appointed in September 2012.
- There have been some changes to teaching staff since the beginning of the academic year, including the appointment of the head of school.
- The school does not meet the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching to at least good in order to raise the achievement of all pupils in English, writing especially, and mathematics by ensuring that:
 - teachers talk less in lessons so pupils are more actively involved in their learning
 - teachers always have high expectations of what pupils can achieve
 - teachers make careful checks in lessons on pupils' understanding and intervene quickly to correct any misunderstandings
 - pupils are given regular opportunities to act on teachers' comments in their marking so they know what to do to improve their work
 - pupils are provided with opportunities to write at length across all subjects to improve their writing, including spelling, grammar and punctuation.
 - there is more emphasis on mental mathematics and different methods of calculating to solve problems.
- Improve the effectiveness of senior leaders and governors by:
 - improving the quality of the checks made on pupils' progress and using the information more effectively to target support for learners who are underachieving
 - making sure that governors make regular visits to the school so that they get to know its work really well, to enable them to hold senior leaders to account for improvements in the

quality of teaching and pupils' achievement

- enhancing governors' skills in understanding information about pupils' performance, including how well different groups are doing compared with their classmates and schools nationally.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Achievement is inadequate because pupils do not make enough progress in reading, writing and mathematics. Pupils' attainment in Key Stages 1 and 2 has been well below average because of weak teaching over time.
- Improvements to the quality of teaching during this year are leading to better progress for pupils but there is still much to be done to make up lost ground.
- In 2012, at the end of the Year 1, only a small minority of children achieved the expected level in the phonics (linking of letters and the sounds made) screening check. The school has responded positively to deal with this weakness by introducing guided reading lessons and a systematic approach to the teaching of phonics across the school. Pupils enjoy reading and are now able to blend sounds to read unfamiliar or difficult words.
- Children enter the Nursery with knowledge and skills that are well below the levels expected for their age group. Their progress is improving and by the time they enter the Reception class their attainment is closer to age-related expectations.
- Pupils eligible for free school meals and entitled to support through the pupil premium funding do well and their attainment, based on their average point scores, is better than their peers in both English and mathematics. In 2012, their average point score at the end of Key Stage 2 in English showed they were nearly one year ahead of their peers, and in mathematics they were almost two terms ahead. Children in the care of the local authority, however, do not do as well as others. Their average point score at the end of Key Stage 2 in English showed their attainment was over a year behind that of their classmates, although in mathematics their attainment was broadly in line similar to that of other pupils.
- Disabled pupils and those who have special educational needs in the past made less progress than other pupils in English and mathematics. However, the school's current information and lesson observations show that these pupils are now making better progress, particularly in writing and mathematics, because of the good-quality support they receive both in lessons and when supported in small groups or individually by skilled teaching assistants.
- Pupils learning English as an additional language make better progress than their peers. Pupils have sufficient opportunities for speaking and listening in lessons and there is a good focus on building their vocabulary.
- There is no overall difference in the achievement of pupils from different ethnic backgrounds or between boys and girls.
- Pupils enjoy reading. The daily guided reading lessons and the teaching of phonics are helping pupils to become more confident as readers. As a result, they make progress with their reading through building their knowledge of blending sounds to read difficult or unfamiliar words.
- The quality and structure of pupils' writing are weak. Pupils are not always expected to write at length in the different subjects to further develop their writing skills. Sometimes work is poorly presented, with repeated mistakes in spellings, grammar and punctuation. As a result, they do not improve their written work rapidly enough.
- Parents and carers say that the school is improving, and most who responded to the online questionnaire (Parent View) say that their children make good progress at school. However, inspectors found that pupils overall do not yet make enough progress.

The quality of teaching

is inadequate

- Although the quality of teaching is rapidly improving, with an increasing proportion of good teaching, over time teaching is inadequate because pupils have not made enough progress and are not reaching their potential. Teachers do not always have high enough expectations. Until recently, there has been ineffective guidance and support for teachers to improve the quality of their teaching.

- In a minority of lessons, teachers talk for too long and pupils do not always have the chance to be more actively engaged in their own learning. As a result, some pupils on occasions lose concentration and their learning slows.
- In a minority of lessons, teachers do not check on pupils' progress closely enough nor intervene quickly to correct any mistakes or misunderstanding to enable pupils to maximise the progress they make.
- The quality of marking of pupils' work has improved since the previous inspection, with teachers making helpful comments on how pupils can improve their work. One pupil said, 'If you make mistakes, they fix it for you and tell you what to do!' However, pupils do not always have the chance to respond to teachers' marking and comments so they can improve their work.
- Pupils have sufficient opportunities to work together and enhance their listening and speaking skills to improve their vocabulary. For example, in a Year 6 lesson, pupils presented their work well as they tried to persuade others to accept their point of view on moral issues associated with animal testing, creating much discussion and debate.
- In mathematics, pupils are catching up to close the gaps in their knowledge and understanding, although there is too much emphasis on a narrow range of number work rather than using their mental mathematics skills and different methods of calculating to solve problems. Nevertheless, there is some good and improving teaching. For example, in a Year 5 lesson, pupils learnt about interpreting bar graphs and how data can be presented in different forms, and some pupils attempted challenging questions on data presentation.
- Teaching assistants are deployed effectively to support some pupils who find learning difficult. As a result, disabled pupils, those with special educational needs and those learning English as an additional language are making better progress.
- In the Nursery and Reception classes, children are encouraged to make choices, with a good balance of child-initiated and adult-led activities, opportunities for speaking and listening, and teachers modelling correct sentence structure and grammar.

The behaviour and safety of pupils

require improvement

- Behaviour and safety are improving but require improvement because there are still a few incidents of poor behaviour. The staff record these incidents and appropriate action is taken.
- Pupils from all backgrounds get on well with each other in the classroom and during play and lunchtimes. They are respectful and courteous and engage well with each other and adults.
- Pupils say that behaviour is improving and they enjoy coming to school. However, behaviour and attitudes to learning could be better; as a Year 4 pupil said, 'There are a few children who sometimes stop the learning for others.' However, pupils say that these incidents are now becoming rare and teachers deal with them effectively.
- Pupils say they feel safe and can approach an adult if they have any concerns, and that the school takes appropriate action when there are incidents of unacceptable behaviour.
- Pupils are taught how to keep themselves safe and know about the potential risks of technology and cyber-bullying. They welcome the new behaviour policy based on rewards and sanctions and say that it is working well.
- The school has been successful in improving attendance through better communication with parents, the use of a breakfast club and through a system of rewards and praise for good attendance. As a result, attendance is now in line with the national average.
- Most parents and carers responding to the online questionnaire (Parent View) say that the school makes sure its pupils are well behaved.

The leadership and management

require improvement

- The new leadership team, led successfully by the executive headteacher and the head of school,

has been successful in improving the quality of teaching, in creating a culture of school improvement and raising morale amongst the staff. Their work has ensured that attendance has risen and the quality of marking and the teaching of phonics have improved. However, these successful actions have not had sufficient time to have maximum impact on the quality of teaching and pupils' progress.

- The executive headteacher has worked effectively with the local authority and commissioned external reviews, including staff surveys, to identify what was needed to bring about further improvements.
- Subject leaders for literacy and numeracy share the ambition to drive improvements. They know the strengths and weaknesses of the school and are involved in developing the school improvement plan and in making checks on pupils' progress. They support other teachers in improving the quality of teaching through observing lessons and providing feedback.
- The work of the senior leadership team and of other leaders with particular responsibilities in securing a number of recent improvements shows that the school has the capability to raise standards further.
- The performance management of staff has improved and has established a link between the quality of teaching and teachers' progression on the salary scale. This, together with feedback to teachers on the quality of their teaching, has led to improvements.
- The tracking of the progress of individuals and groups is not always sharp enough to enable teachers to use the information more effectively to plan and fine tune their teaching to ensure the needs of different learners are fully met.
- The curriculum is suitably balanced, with a topic-based approach linking subjects together, and is enhanced by a range of after-school clubs. Pupils learn Spanish and to play musical instruments which broadens their experiences and enjoyment of learning.
- The school's extended services help parents to acquire skills to support their children's learning. Parents are very positive about the changes in leadership and are keen to point out the recent improvements, including in the quality of teaching. Most parents responding to the online questionnaire (Parent View) say that the school is well led and managed. Almost all staff agreed that the school is well led and managed.
- Pupils have time to think about important matters and to celebrate good attendance and achievement. There is a real sense of community where cultural diversity is valued. Pupils know wrong from right and have opportunities to discuss moral issues. This, together with their enjoyment of art and music and visits to different places of worship, contributes well to their spiritual, moral, cultural and social development.
- The local authority has worked with senior leaders to improve the quality of teaching. A recent review of teaching and learning has helped school leaders, including governors, to focus more closely on the right areas for development.
- **The governance of the school:**
 - Governors have a good understanding of the school's strengths and weaknesses but have not fully got to grips with what needs to be improved. Much of their knowledge comes from reports they receive from the head of school. They do not routinely visit the school to engage with staff, parents and pupils to gain a clear, first-hand picture of how well the school is doing to be better able to hold senior leaders to account. Governors have not had enough training to help them understand data about pupils' performance and compare their school with schools nationally. Although governors know how the pupil premium funding is used, they are not clear about the impact it is having. Governors have not been involved in the performance management of the head of school and do not fully understand how the performance management of teachers is linked to the quality of teaching and pupils' progress. However, governors are committed to making improvements and are ambitious for the school. They have responded well to the local authority's review and know what needs to be done. Governors ensure that finances are managed efficiently. They ensure that procedures for safeguarding are robust and keep pupils safe in school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100332
Local authority	Hammersmith and Fulham
Inspection number	404724

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	263
Appropriate authority	The governing body
Chair	Stephen Greenhalgh
Headteacher	Dr Phillip Cross
Date of previous school inspection	28–29 June 2011
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