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21 June 2013

Dr Philip Cross  
Executive Headteacher  
Langford Primary School  
Gilstead Road  
London  
SW6 2LG

Dear Dr Cross

### **Serious weaknesses first monitoring inspection of Langford Primary School**

Following my visit to your school on 21 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's most recent section 5 inspection.

The inspection was the first monitoring inspection since the school was judged to have serious weaknesses in March 2013. It was carried out under section 8 of the Education Act 2005.

### **Evidence**

During this inspection, meetings were held with the executive headteacher, headteacher, the Chair of the Governing Body and a representative from the local authority. The local authority's statement of action and the school's improvement plan were evaluated. The inspector was accompanied on a tour of the school by the executive headteacher and headteacher.

### **Context**

Since the inspection, there have been no changes of staff. The governing body has discussed becoming an academy, but has rejected this option in favour of retaining the federation with Hurlingham and Chelsea school.

## **The quality of leadership and management at the school**

School leaders have fully acknowledged that improvements need to be made at Langford Primary School. They are ambitious for the school to improve and are continuing the work, which had already begun at the time of the inspection, towards raising standards of achievement. The school's improvement plan clearly sets out the context in which the school is working, but currently it is not sufficiently precise in explaining the actions which the school proposes to take to bring about change. There are not enough details about how progress of the plan will be checked, or how and when it will be reviewed, and a timescale is not set for each action. The school is now very aware of the need to make the plan sharper.

Despite weakness in the plans, the leadership team has taken action to improve the quality of teaching. A major focus has been on the collation and analysis of robust information on pupils' achievement by the senior leaders. This is now securely in place. Training has been provided on assessment, and how to involve pupils more in their learning. Teachers have shared ideas and examples of where they have found this to be very effective. The school is about to provide coaching for individual teachers, helped by a nearby school with expertise in this. Considerable emphasis has been placed upon ensuring that there are many opportunities for pupils to write at length. The marking policy of the school has been revised, so that immediately pupils receive a piece of marked work they correct errors. This was evident in the books that were seen on a tour of the school.

Mathematics has also been an area of focus. Teachers are developing their skills in the teaching of mental mathematics, the calculation policy has been revised, regular weekly workshops for parents and carers explain how mathematics is taught, and an experienced teacher of mathematics from Hurlingham and Chelsea School is working closely with the teachers.

The governing body is now receiving much more robust information on pupils' achievement from the school and has received training in how to interpret this. It has recognised the need to strengthen its capacity, and additional governors have been appointed. It has reviewed its structure and ways of working, and a School Improvement Board meets fortnightly to review progress. However, no external review of governance has yet taken place, which means gaps in skills have not been identified. A few governors have begun to visit the school, but as yet, no visiting protocols have been agreed, and there is a considerable way to go on this. The Chair of the Governing Body is determined that the school will improve and that the governing body will hold the school to account tightly for its performance.

The local authority is committed to providing support to the school. It is funding an additional governor, who has experience of school improvement, and the Assistant Director for School Standards is a member of the School Improvement Board. The

local authority is providing ongoing advice for the leadership team. It intends to check and review the progress the school is making, but this is not reflected in its statement of action, which contains no details of the financial support it intends to provide, nor the timescales of its actions.

Following the monitoring inspection these judgements were made:

The school's improvement plan is not yet fit for purpose.

The local authority's statement of action is not yet fit for purpose.

I am copying this letter to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Hammersmith and Fulham. This letter will be published on the Ofsted website.

Yours sincerely

Marcia Headon

**Additional Inspector**