

# Langford Primary School

Gilstead Road, London, SW6 2LG

## Inspection dates

19–20 June 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Progress in mathematics is still too slow. Although progress in mathematics has improved for younger pupils, too few pupils make the progress expected of them across Key Stage 2.
- Activities in mathematics do not take sufficient account of pupils' abilities. This means weaker pupils often struggle and the more-able receive too little challenging work.
- Although marking is improving it is still not uniformly good across all year groups.
- Expectations for the presentation of pupils' work and handwriting are not equally high in all years. Consequently, some books are not neat enough and poor handwriting inhibits pupils' ability to write fluently and at length.
- Leaders, governors and managers have not succeeded in improving the quality of teaching and achievement in mathematics as well as they have in reading and writing.
- The middle tier of leadership, including those who lead subjects such as history and geography, is not yet contributing sufficiently to raising the quality of teaching and learning.

### The school has the following strengths:

- Children make an exceptional start in the Nursery because teachers plan stimulating activities. Consequently, children develop an excellent ability to concentrate as well as acquiring key skills rapidly.
- Leaders have improved progress in reading and, in particular, writing. All pupils in the current Year 6 are expected to leave the school having made at least sufficient progress since the end of Key Stage 1.
- Results in the phonics screening check in Year 1 have improved since the previous inspection, as have standards at the end of Key Stage 1.
- Pupils' behaviour is good. They are courteous, attend regularly, treat each other with respect and have very positive attitudes to learning.
- The school's work to keep pupils safe is good. Pupils have a clear understanding about bullying. They say everyone is accepted in their school because they celebrate being 'unique'.

## Information about this inspection

- Inspectors observed 13 lessons, four jointly with senior leaders. This included the teaching of phonics (letter patterns and the sounds they represent), mathematics and writing.
- Inspectors attended an assembly, listened to pupils reading and held meetings with staff, pupils and representatives from the interim executive board and the local authority.
- Inspectors looked carefully at pupils’ work in lessons as well as work they have completed over time in their books.
- There were too few responses to be able to view the online survey, Parent View, but inspectors spoke to a range of parents and carers during the course of the inspection as well as hearing the views of a parent or carer who contacted the team by phone.
- The inspection team looked at a range of documents, such as those related to safeguarding and attendance, logs of behavioural incidents, information related to pupils’ academic performance, the school’s self-evaluation and action planning, and checks on the quality of teaching.

## Inspection team

Jeanie Jovanova, Lead inspector	Additional Inspector
Ian McAllister	Additional Inspector
Velia Hartland	Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- This is slightly smaller than the average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is slightly above average. The proportion supported through school action plus or with a statement of special educational needs is much higher than average.
- The proportion of pupils in receipt of the pupil premium (additional funding for pupils looked after by the local authority or known to be eligible for free school meals) is nearly three times the national average.
- The school serves a diverse population with nearly three quarters of pupils coming from minority ethnic backgrounds. Over half the pupils speak English as an additional language, with large numbers being at the early stages of learning English. These figures are much higher than average. Far more pupils start and leave at times other than the beginning or end of the year than is the case nationally.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- There has been considerable staff turnover. A new interim executive board took over from the governing body in March 2014 and appointed a dedicated interim headteacher for the school.
- The interim executive board is currently pursuing an academy sponsor for next year.

### What does the school need to do to improve further?

- Increase the amount of good and outstanding teaching so that more pupils make rapid progress by ensuring that:
  - all marking provides clear guidance which enables pupils in all classes to know how to make rapid improvements to their work
  - teachers' expectations for handwriting and the presentation of pupils' work are equally high in all year groups and all subjects.
- Improve the teaching of mathematics in Key Stage 2 so that it promotes equally good progress as that in reading and writing by ensuring that:
  - More-able pupils are given tasks at the right level that challenge them sufficiently
  - Less-able pupils develop a solid understanding before being moved on to more complex tasks.
- Ensure staff who lead subjects enable pupils to make equally good progress in subjects other than mathematics and English by:
  - checking pupils' progress equally efficiently across all subjects
  - supporting colleagues to improve their practice by observing lessons, checking work in books and checking that planning takes account of pupils' starting points
  - giving precise and helpful feedback to staff on what to improve and following up the advice given to check that improvements take hold.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils and groups of pupils do not make sufficient progress in mathematics across Key Stage 2. This means that, in the current Year 6, fewer pupils have made expected progress than is the case nationally. Progress in mathematics has been too slow in other year groups, despite improvements since the previous inspection. This means that pupils in the current Years 4 and 5 have not yet caught up to where they ought to be.
- The progress pupils make in subjects other than English and mathematics is not sufficiently carefully checked to ensure that pupils make equally good progress in all subjects in all year groups.
- Progress has improved more rapidly in reading, and especially writing. Pupils have made good progress in the current Year 6, with all pupils making expected progress, which is a higher proportion than average. Attainment at the end of Year 6 rose last year and is now broadly average.
- Children have made really rapid progress in the Nursery this year. Children in the current Reception have made good progress from their very low starting points. The proportion reaching the national benchmark shows a rise on previous school figures and is higher than last year's national average.
- As recommended in the previous inspection, the school has improved its teaching in phonics. Last year's figures for the proportion of pupils reaching the threshold in the Year 1 screening check showed a steep rise on the previous year. The school's data indicate that it expects another big rise this year, bringing the school ever closer to national figures.
- There were improvements too in attainment at the end of Year 2 last year. Standards rose on the previous year to reach national averages in reading, writing and mathematics. The school measures pupils' progress carefully from their starting points and this shows that pupils now make good progress in those three subjects across Key Stage 1.
- Pupils enjoy reading and say the school has plenty of good quality reading materials. They are confident in tackling unknown words and say reading is a hobby that they will keep for life.
- The achievement of disabled pupils and those with special educational needs is similar to that of other groups in school because of the support they receive both in class and in small groups.
- The school uses the pupil premium well to ensure gaps between eligible pupils and other groups in school remain narrower than national gaps. For example, in tests in summer 2013, eligible pupils were only half a term behind their classmates in reading, writing and mathematics.
- More-able pupils are making increasingly good progress in writing, with proportions making rapid progress rising year on year. However, progress in mathematics is too slow for them as tasks are not sufficiently challenging.
- Pupils who speak English as an additional language, particularly those at the early stages of learning English, achieve equally well in reading and writing, and sometimes better than their classmates. This is also true of those who arrive at other than the usual times. This is because staff, including specialist teachers, take every opportunity to develop pupils' vocabulary. Their achievement in mathematics, like that of their classmates, requires improvement.
- The school tackles discrimination well by ensuring that there is no difference in the achievement of pupils from different ethnic groups.

### The quality of teaching

### requires improvement

- Teaching in mathematics is not yet good. This is because teachers do not set challenging enough tasks for more-able pupils so they sometimes waste time and do not make the rapid progress of which they are capable. They are not given work at the right level for them. For example, pupils are often given the same tasks which are too easy for those of higher ability and are often too hard for weaker pupils who then struggle and whose progress therefore slows.

- Expectations for the quality of handwriting and the presentation of pupils' work are sometimes too low. Pupils are not helped to develop joined-up writing and this slows the rate at which they can write. In mathematics, untidy books make it hard for pupils to see clearly how they worked out their answers, which hinders their ability to refer back to previous work when tackling new problems.
- Marking is still not used effectively by all teachers to ensure pupils make rapid progress. There are some examples of highly effective marking where precise comments on what to do next help pupils to achieve their targets. However, this is not replicated in books in all classes.
- More-able pupils are exhilarated by improvements in writing and buoyed on by the high expectations most teachers have of them. For example, Year 2 pupils were using words such as 'exhausted' and 'dehydrated' when writing play scripts based on *Oliver Twist*. Year 4 pupils were able to write moving letters from one of the female characters in *A Midsummer Night's Dream* showing that they had clearly understood the content of the play. These inspiring tasks have ensured that the more-able make equally good progress in English as pupils from other starting points.
- Lessons are well organised so learning time is maximised. Most teachers are really skilled at checking pupils' progress in lessons and intervening when necessary to clarify any misunderstandings.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils treat each other, the environment and the adults in school with respect and courtesy. They move around the school safely, mealtimes are calm and orderly and playtimes are harmonious. The range of equipment and sporting activities keeps everyone busy and fit. Good relationships are fostered well.
- Pupils have very positive attitudes to learning. They respond well to teachers' questions which prompt their thinking. They enjoy challenging themselves and 'going the extra mile'. For example, pupils in Year 2 were asked to write out a sentence spoken by the teacher during a spelling lesson. One girl went further than that by adding 'said the teacher' in speech marks. The class had recently been learning about speech marks and the pupil was rightly praised for linking those two elements of learning together of her own volition.
- Behaviour is not outstanding because pupils do not always demonstrate equally positive attitudes in all lessons and with different staff.
- The school's work to keep pupils safe and secure is good. Pupils have a keen understanding of different types of bullying, including homophobic bullying. When asked, for example, if pupils would ever make fun of a girl who plays football or a boy who wears pink shirts, pupils insisted everyone is accepted in their school: 'the more unique the better'.
- Pupils have excellent opportunities to develop a strong understanding of how to stay safe. A recent competition to design a road safety poster elicited contributions with word plays on being patient when crossing the road rather than ending up as a patient in hospital.
- Parents and carers spoken to during the inspection were all very positive about school and said their children were happy and safe.
- Behaviour is managed well. The school uses a range of measures to ensure that pupils with particular behavioural difficulties are helped to develop strategies to overcome these. For example, a specialist programme which aims to promote self-esteem and self-awareness has been instrumental in ensuring pupils are ready for secondary school. As a result of this and other initiatives, exclusions have fallen to the lowest for a number of years and are now far closer to national figures.
- Attendance has continued to rise since the previous inspection and is now in line with national figures.

### **The leadership and management** require improvement

- Despite recent improvements to achievement in English, particularly in writing, pupils'

achievement is not yet good overall because progress in mathematics lags behind that of reading and writing. Consequently, leadership and management require improvement.

- Middle leaders do not contribute sufficiently to improving the quality of teaching. Subjects other than English are not well led. For example, the progress pupils make in subjects such as history, art, geography and design and technology is not systematically measured against clear criteria so senior and subject leaders do not have a full picture of how well pupils are doing.
- Senior leaders conduct lesson observations and check planning and work in books. They provide helpful feedback to staff which has been instrumental in improving the quality of teaching in English. However, middle leaders do not do this for other subjects, which means improvements have been slower.
- Development plans clearly identify what needs to be done. Leaders review and update plans regularly. Many of the areas for improvement identified in the previous inspection report have been met and achievement in English, writing in particular, has improved significantly. However, leaders are clear that they still have much to do to ensure standards in mathematics rise to equally good levels.
- Through well-judged training, senior leaders have focused on supporting teachers to improve their practice rapidly this year, resulting in improved progress in writing and reading. Leaders realise this now needs to be extended to the teaching of mathematics.
- There are lots of opportunities for pupils to develop reading and writing skills across a range of subjects and this has contributed to the good progress that pupils now make in English.
- The school promotes pupils' spiritual, moral, social and cultural development in a range of ways. Assemblies offer the chance to reflect on big issues and celebrate achievements, and trips enhance subjects being studied. Pupils study different religions and celebrate each other's backgrounds. While some of these opportunities are genuinely awe-inspiring, due to the lack of effective middle leadership, there is not a coherent approach to thread all the elements together.
- The school uses the sports funding well. Participation rates in a range of sports have increased and specialist coaches are providing training to improve staff's skills. A range of new equipment has been bought for the playground and this ensures pupils are really active every day.
- The local authority has supported the school well. For example, as a result of working closely with an expert on the Early Years Foundation Stage, the school's provision for its very youngest pupils has improved dramatically.

■ **The governance of the school:**

- Since the interim executive board took over, the governors have worked very closely with senior leaders in the school to ensure improvements continue apace. Their determination has seen key new staff appointed, for example, the current interim headteacher and a new Key Stage 1 and Early Years leader for September. Governors fully support senior leaders in implementing a robust new appraisal system for teachers, with targets that focus on accelerating progress to ensure pupils catch up. Governors get regular updates on pupils' progress and the quality of teaching. They know that teachers are now held to account for the achievement of pupils in their class. They understand that where targets are not met, teachers will not receive a pay rise. Regular visits ensure governors know the school well and so are able to contribute helpfully and accurately to the school's development plan to ensure the rate of improvement continues apace. Governors understand how the school compares with other schools nationally and locally. All training is up to date and all statutory requirements are met, for example with regards to safeguarding. Governors keep a close eye on the budget, including how well different funding streams are used. They know, for example, that gaps are narrowed for pupils eligible for the pupil premium. The board is seeking an academy sponsor for early next academic year and will work closely with all involved to ensure a smooth handover.

## 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

<b>Unique reference number</b>	100332
<b>Local authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	441899

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	Interim executive board
<b>Chair</b>	Stephen Greenhalgh
<b>Headteacher</b>	Nathalie Parker
<b>Date of previous school inspection</b>	14–15 March 2013
<b>Telephone number</b>	020 7736 4045
<b>Fax number</b>	020 7371 0612
<b>Email address</b>	admin@langford.lbhf.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

