

# Inspection of a school judged outstanding for overall effectiveness before September 2024: Langford Primary School

Gilstead Road, Fulham, London SW6 2LG

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Inspection dates:

19 and 20 November 2024

## Outcome

Langford Primary School has taken effective action to maintain the standards identified at the previous inspection.

The head of school is Victoria Kidds. This school is part of the United Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sir Jon Coles, and overseen by a board of trustees, chaired by Christian Brodie. There is also an executive headteacher, Seamus Gibbons, who is responsible for this school and four others.

## What is it like to attend this school?

Pupils are excited to come to school every day. They genuinely enjoy learning. They feel happy and safe knowing that they are listened to and supported when they need help. This helps them to focus on their learning.

Leaders have a clear vision of wanting the 'best from everyone'. Pupils respond positively by striving to meet these high expectations. They work hard in lessons, engaging actively with tasks and taking pride in their learning. This culture of ambition results in pupils achieving exceptionally well across the curriculum. The school's values create a space where every pupil feels encouraged to do their best.

Pupils behave exceptionally well. They meet the school's high expectations and show the school's value of 'integrity' by doing the right thing, even when no one is watching. Pupils listen to adults and follow instructions. The school is calm and pupils are focused. This reflects the clear and consistent standards set by the school.

The school aims to develop 'leadership in every role'. From their starting point in early years, children are trusted with class jobs. Pupils experience democracy first-hand as they

elect their school council representatives. They also appreciate the playground buddies who support them during break times.

## **What does the school do well and what does it need to do better?**

Children in this school receive an excellent start to their education. From when they join in Nursery, they receive effective support to prepare them to learn how to read. For example, children are given plenty of opportunities to distinguish sounds in their environment. This prepares them well for when they start learning phonics later on. The phonics curriculum is delivered expertly by well-trained staff. Pupils who are falling behind receive effective support and they catch up quickly. As a result, most pupils in this school read fluently by the end of Year 2.

The school has put in a place a well-thought-out curriculum. The curriculum carefully considers the key knowledge that pupils need to know before they can move on to more complex learning. As a result of the school's approach, pupils have a deep knowledge of the subjects that they are studying. In mathematics for example, children in the early years develop a secure understanding of simple shapes and their properties. By Year 6, pupils can confidently work out complex calculations involving fractions of shapes and amounts.

Staff have a deep understanding of the curriculum and deliver it to a high standard. Leaders have developed staff expertise through excellent professional development opportunities. Subject matter is presented clearly. Pupils are supported to develop a rich and detailed understanding of concepts through carefully designed teaching that builds on their prior knowledge. They are encouraged to ask questions and explore ideas in depth, starting in early years. Staff are quick at identifying and correcting misconceptions. Pupils with special educational needs and/or disabilities (SEND) are identified promptly and benefit from effective adaptations to explanations, resources and tasks. As a result, pupils are learning the curriculum exceptionally well.

The school has put in place a wide range of clubs and take up is extremely high. Pupils learn about the world of work through purposefully planned visits from adults working in different professions. Through assemblies, themed events, and the curriculum, pupils take pride in celebrating the diversity that is found in the school. Pupils engage well with the local community. For example, they collect items which they donate to the local food bank. The school choir also often perform for the residents in a local care home.

Pupils attend school regularly. When a pupil's attendance becomes a concern, leaders do what they reasonably can to provide support. This helps these pupils to get back on track and come to school regularly.

The support of the multi-academy trust has been instrumental in the school's success. The local governing board perform their delegated responsibilities with care. Alongside the trust, it provides clarity of purpose and strategic direction to the school. Experts from the trust provide advice and purposeful challenge to leaders and staff. The result is a

school that is making a clear difference to the pupils it serves, regardless of their background or their starting points.

Staff appreciate the support that they receive from leaders to manage their workload. They are proud to be a part of this school. The school ensures that its processes and initiatives are manageable for staff.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in December 2018.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	141685
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10327668
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	311
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christian Brodie
<b>CEO of the trust</b>	Sir Jon Coles
<b>Headteacher</b>	Seamus Gibbons (Executive Headteacher) Victoria Kidds (Head of School)
<b>Website</b>	<a href="http://www.langfordprimary.org.uk">www.langfordprimary.org.uk</a>
<b>Dates of previous inspection</b>	11 and 12 December 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the United Learning Trust.
- The school does not currently use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector held discussions with the executive headteacher, the head of school, and other members of the senior leadership team.

- The inspector also met with those responsible for governance, including the chair of the local governing board.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector also considered the views of parents and carers through their responses to Ofsted Parent View.

### **Inspection team**

Edison David, lead inspector

Ofsted Inspector

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