

Langford Primary School

Inspection report

Unique Reference Number	100332
Local Authority	Hammersmith and Fulham
Inspection number	307360
Inspection dates	19–20 June 2008
Reporting inspector	Kathryn Taylor

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 on roll	
School	228
Appropriate authority	The governing body
Chair	Mrs Helen Meixmer
Headteacher	Mrs Anne-Louise De Buriane
Date of previous school inspection	24 May 2004
School address	Gilstead Road Fulham London SW6 2LG
Telephone number	020 7736 4045
Fax number	020 7371 0612

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pupils in this average-sized school come from a wide range of minority ethnic backgrounds. A well above average proportion are from homes where English is not the first language. The percentage of pupils identified as having learning difficulties and/or disabilities is much higher than average, though an average percentage have statements of special educational need. Learning difficulties mainly relate to moderate learning, autism and speech, language and communication difficulties. Entitlement to free school meals is very high. The school was given full Extended School Status in 2003. It has gained the Healthy Schools award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school's overall effectiveness is satisfactory. Strengths lie in the very positive and welcoming ethos, very good curricular enrichment and the positive way that staff work with parents, external agencies and the community to support pupils and their families. The school is successful in its aims to provide a secure, nurturing environment where pupils are treated as individuals and learn to become good citizens.

Although a few parents feel that their children could be making better progress and that their views are not acted upon, the majority are happy with the school. Typical comments include: 'There is always a calm, well-disciplined and friendly atmosphere', and, 'The staff are always willing to help at any given moment.'

Pupils' spiritual, moral, social and cultural development is good. Their good behaviour, eagerness to learn and relationships with one another make a significant contribution to ensuring the school is a very harmonious community where pupils form strong friendships. Pupils' respond well to staff's encouragement to cooperate, participate and extend their cultural understanding. However, despite the school's efforts to encourage and support them, a significant minority of pupils do not attend regularly, which prevents them from making the progress they should.

Foundation Stage provision, although satisfactory overall, has shortcomings in provision for teaching the basic skills and in ensuring children are challenged. Teaching, learning and the curriculum in Years 1 to 6 are satisfactory with a number of strengths. For example teachers are very organised, have good subject knowledge and plan interesting activities that link different subjects together well. Satisfactory teaching and learning mean that pupils' progress in reading, writing and mathematics is satisfactory. Current standards in these subjects are well below average, which represents satisfactory achievement when compared to pupils' starting points. In subjects such as art and physical education, pupils progress well and produce work of a good standard.

Leadership, management and the school's capacity to improve are satisfactory. Strengths include the leaders' commitment to the pupils and families and their positive impact on pupils' personal development, engagement and enjoyment. Some lack of rigour in monitoring teaching, learning and pupils' academic progress results in the school having an inflated view of standards and of some pupils' progress. As a consequence, pockets of underachievement are not always identified and addressed quickly enough.

Effectiveness of the Foundation Stage

Grade: 3

Teaching, learning and the curriculum are satisfactory, though senior leaders are fully aware of the shortcomings in current provision. The strong focus on physical development and personal and social skills means children make good progress in these areas. Children gain independence, develop positive relationships and the confidence to explore and experiment. Outdoor provision is generally good because activities are varied and interesting and adults interact well with children. However, teachers' planning for learning in other areas lacks sufficient detail about what different groups will be expected to learn through the activities on offer, or about who will be responsible for supporting and checking their learning. There are too few planned opportunities for focussed teaching of the basic skills, especially in Reception. Therefore,

children's mathematical, communication, language and literacy skills are not developing as fast as they could.

What the school should do to improve further

- Improve standards and pupils' progress in reading, writing and mathematics.
- Improve the way that Foundation Stage provision is planned and organised to ensure it provides greater challenge and regular, effective teaching of the basic skills.
- Bring greater precision to school self-evaluation by ensuring that pupils' progress and learning are more frequently and incisively monitored and evaluated.
- Work with families to improve the attendance of the significant minority of children who do not come to school regularly.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspections.

Achievement and standards

Grade: 3

Because of some anomalies in teachers' assessments, the school does not have a reliable picture of childrens' attainment on entry to school and their progress during Nursery and Reception. The evidence that is available indicates that attainment on entry is well below average, that children make satisfactory progress overall and that standards in mathematical development and communication, language and literacy remain well below average overall on entry to Year 1.

Standards at the end of Years 2 and 6 show some year-on-year variations that are fairly typical of small schools. In 2006 and 2007, standards generally improved and came closer to those expected. Current standards are not as high. Overall attainment in English, mathematics and science is well below average in Year 6. Overall standards in reading, writing and mathematics are exceptionally low in Year 2. Pupils, including those who have learning difficulties, achieve satisfactorily over time, but progress is not consistent. Factors such as poor attendance and significant learning difficulties account for the slower rates of progress for some, but the school's data also shows that some of the other pupils are not achieving as well as they might reasonably be expected to. Pupils, including those new to English, make good progress in speaking and listening as a result of the school's strong focus on this.

Personal development and well-being

Grade: 2

Pupils enjoy school, and develop confidence, maturity and good attitudes to learning. They say their teachers make learning fun. Behaviour is good and, on occasions, it is exemplary. Pupils report that any rare incidents of bullying are dealt with promptly, though the boisterous actions of a small minority of older pupils cause anxiety to some younger ones. Pupils have a good understanding of how to stay fit and healthy. They enjoy healthy school dinners and a wide range of physical activities in lessons, after school and at playtimes. Pupils really help the school to run smoothly. The school council plays a key role in seeking others' views and making decisions. Older pupils undertake their roles as playground leaders very responsibly. Although some pupils have weaknesses in their basic skills, their confidence and ability to work well together sets them on a positive footing for secondary education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory because, although there are certainly strengths and evidence of some good lessons, teaching over time is not enabling pupils to make better than satisfactory progress in the basic skills. The school has rightly identified the need to strengthen teaching and learning in number and problem-solving in mathematics, and in spelling, handwriting and phonics in English. Strengths in teaching include teachers' good subject knowledge, classroom organisation and positive behaviour management. This creates a really positive climate for learning. Lessons are well planned and teachers use practical activities, information and communication technology, demonstrations and questioning well to engage pupils and to help them learn in different ways. Teaching assistants provide good support. Marking is regular and gives sound guidance on how pupils might improve their work. Some good practice in pupils' self-assessments is evident at the top of school.

Curriculum and other activities

Grade: 3

The curriculum promotes creativity, health and physical fitness well, enabling pupils to reach good standards in subjects such as art and physical education. Staff successfully provide a broad, interesting curriculum by planning relevant links between subjects. Extended services and a good number of clubs, visits, visitors and themed weeks help to fire pupils' enthusiasm and extend their social and cultural development. Weaknesses in the Foundation Stage curriculum relate to some lack of challenge and too few opportunities for teaching of the basic skills. In Years 1 to 6, there are relatively few 'catch up' programmes aimed at accelerating pupils' progress. Instead, additional staff support groups in class. The impact of these arrangements on bridging any gaps in pupils' previous learning and skills has not been fully evaluated.

Care, guidance and support

Grade: 3

Staff are exceptionally good at building pupils' trust and confidence and build strong links with parents from the various communities represented within the school. This, along with good pastoral support, means pupils and their families are helped to overcome any personal difficulties. Pupils' views are sought and acted upon. Their efforts and achievements are celebrated and rewarded, thereby raising pupils' self-esteem and increasing their motivation. Older pupils know the areas of their work that they need to improve but younger pupils are less clear about this. Child protection and risk assessments are generally satisfactory.

Leadership and management

Grade: 3

The headteacher, well supported by the deputy headteacher, has maintained strong teamwork and a common sense of purpose. The commitment to working positively with parents and the community, securing pupils' enjoyment and helping them to develop into well-rounded individuals, is a shared one. Subject leaders and other leaders' roles have improved since the last inspection. For example, the English and mathematics leaders now have regular opportunities

to visit lessons and look at pupils' work. Their analysis of assessments has enabled them to identify and begin to address some weaknesses in standards and provision.

Senior leaders monitor pupils' personal development well. Monitoring of teaching, learning and pupils' academic progress is not as rigorous. It is not probing enough to ensure the school has a complete picture of pupils' year-on-year progress and the impact of some aspects of the school's work. Senior leaders, nevertheless recognise what needs to be done next, for example establishing a better system to check pupils' progress over time, and bringing greater rigour to evaluating provision and pupils' learning. Governors are well informed, bring a wide range of skills to the task, are supportive and fully involved. They regularly monitor the school's work and provide a good level of challenge.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

02 July 2008

Dear Pupils

Inspection of Langford Primary School, London, SW6 2LG

Thank you very much for making us welcome when we visited Langford. We really enjoyed talking to you and finding out about your school. We think that Langford provides a satisfactory standard of education.

It was good to see that you really enjoy school, listen well and work hard. You are sensible, polite and well-behaved. This helps ensure that your school runs smoothly. Staff help you if you have a problem. They encourage you to do well, develop good relationships and to understand how to keep fit and healthy. Teachers prepare interesting work for you to do. The displays in your classrooms and around the school show that you and your teachers work hard. We noticed your lovely art work and your good skills in dance and physical education. Everyone who is involved in the school finds lots of really interesting things for you to do, including taking you out on visits and providing many after-school activities.

Your headteacher and the staff are always keen to improve things for you. We have asked them to get better at checking how well the school is doing so that you can make more progress and reach higher standards in reading, writing and mathematics. We have also asked them to make some improvements to the provision in Nursery and Reception, and to see if they can help some of you to come to school more regularly. Those of you who stay away from school without a really good reason miss out on your learning.

You can help by continuing to work hard and by taking good care of each other, so that your school continues to be a very happy place to be.

Yours sincerely

Kathryn Taylor

Lead Inspector