

# Langbourne Primary School

## Inspection report

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<b>Unique Reference Number</b>	100801
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	307488
<b>Inspection dates</b>	1–2 December 2008
<b>Reporting inspector</b>	David Whatson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	178
Government funded early education provision for children aged 3 to the end of the EYFS	15
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Perry
<b>Headteacher</b>	Ms Carol Field
<b>Date of previous school inspection</b>	13 June 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Lyll Avenue Kingswood Estate West Dulwich London SE21 8QS
<b>Telephone number</b>	020 8670 5470
<b>Fax number</b>	020 8670 0487

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<b>Age group</b>	4–11
<b>Inspection dates</b>	1–2 December 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Langbourne School is slightly smaller than other primary schools. Children enter the Reception class of the Early Years Foundation Stage (EYFS) either in September or January; at the moment there are 15 children on roll. The percentage of pupils eligible for free school meals is twice the national average. There are over twelve ethnic groups represented at the school. The three largest are White British and those of Black Caribbean or Black African descent. Many more pupils than is usual are learning English as an additional language, and of these nearly half are at an early stage of learning English. The percentage of pupils with learning difficulties and/or disabilities is well above the national average. Many of these pupils have either behavioural, emotional and social needs or speech, language and communication difficulties. The percentage of pupils with a statement of special educational needs far exceeds the national average. The school had its Healthy School Award re-validated in December 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Langbourne is a satisfactory and improving school. The happy atmosphere throughout the school is a testament to the committed leadership of the headteacher. Parents are pleased with the improving standard of education. One parent echoed the views of others when they wrote, 'I feel that Langbourne is a much improved school that is continuing to try and make learning a fun part of life.'

Pupils show care and respect for each other and undertake a satisfactory range of responsibilities. They understand how to be healthy and know that adults in school will help them feel safe and secure. They say that, 'The the staff take good care of you' and, 'Teachers don't give up on you.' Pupils say they enjoy school. Although attendance is below average the school works hard to improve it. Pupils are soundly equipped for the next stage of their education. The spiritual, moral, social and cultural aspects of pupils' development are satisfactory. Many pupils are immature for their age and lack the curiosity, independence and concentration expected. The Social and Emotional Aspects of Learning Project (SEAL) is used well to support pupils' social development and learning.

Pupils' achievement, given their low starting point, is satisfactory. Even though standards in English, mathematics and science in 2008 were an improvement upon previous years, they are much lower than those attained by pupils nationally. There are signs that progress is improving and standards are slowly moving closer to the national average.

The quality of teaching and learning is improving and this has led to pupils achieving satisfactorily and sometimes well. There are strengths in teaching across the school, for example in classroom organisation, relationships and behaviour management. However, progress is inconsistent because teachers do not always provide work that is matched to pupils' level of maturity or academic ability.

The school keeps the curriculum under constant review and frequently adapts it in an attempt to improve pupils' progress and their attitude to learning. Programmes to support pupils' reading, writing and mathematics are all beginning to have a positive impact. However, the curriculum does not yet offer sufficient activities to develop pupils' interest or independence.

Good links with external agencies mean that vulnerable children are supported well. Most pupils and their families are supported effectively and enabled to deal with any personal difficulties or barriers to accessing school and learning. The school is good at checking how well different groups of pupils are performing, and modifies their provision to address most aspects of underperformance. However, Black Caribbean pupils do not always achieve as well as other pupils. The careful identification and good in-class support of pupils with difficulties accompanied by a range of 'catch-up' programmes help these pupils make good progress.

The school is not complacent and is aware of the many significant challenges it faces in raising achievement and standards. The headteacher has a clear vision for the future of the school but there is no strategic plan as to how this is going to be achieved. Therefore, some initiatives are not given sufficient time to have an impact. There are sound systems in place to monitor the school's provision that have led to some improvements but they have not lead to rapid improvement. This is because key staff are not involved in rigorously monitoring the quality of teaching and learning. Many of the governors are new to their role and are beginning to offer appropriate challenges and monitor developments within the school. Given the school's track record, its capacity to improve further is satisfactory.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Many children enter Reception with very low social and language skills. They make good progress, especially in their personal and social development, their spoken language and counting. As a result, by the start of Year 1 their attainment, though still well below expectations for their age, has improved. There are particular weaknesses in children's reading, writing and calculating.

Children are happy and have trusting relationships with adults. Staff provide a good mix of adult-led and child-initiated activities. These ensure that basic skills are taught well and enable children to develop confidence, independence and the ability to work in collaboration with others. All staff interact well with children during independent activities to support and check their learning and help to develop their speaking and listening. Because staff are good role models, and have high expectations, children develop their social skills effectively and play together well. There are plans to ensure that the new outside area reflects the vibrancy of the indoor space. Children take part in the range of activities, such as role play and building boats with enthusiasm and enjoyment. Improving assessment of children's attainment on entry, and the careful recording and tracking of their progress, is giving a clearer picture of the effectiveness of the EYFS. The EYFS leader and the senior team are clear where improvements are most needed. A key focus is being given to develop the good practice of the EYFS further up the school to improve transition into Year 1 and pupils' performance throughout Key Stage 1.

### What the school should do to improve further

- In order to raise standards in English, mathematics and science across the school, particularly for Black Caribbean pupils, ensure that good teaching and learning become the standard.
- Extend the good practice in the Reception class that promotes independence and curiosity further up the school.
- Provide closer monitoring of teaching and a firmer and more strategic direction for school improvement.

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 inspection.

## Achievement and standards

### Grade: 3

In relation to their low starting points, pupils make satisfactory progress. There are encouraging signs of improving rates of progress, and some pupils are making accelerated progress, particularly in Year 6. However, good progress is not consistent because in some classes the pace of learning is too slow and activities do not always match pupils' needs or abilities.

Pupils' standards at the end of Year 6 in 2008 were well below the national average in English, mathematics and science. This was an improvement on the previous years when standards had been consistently very low, as they were at the end of Year 2. School data shows standards will vary in the near future but are set to rise after 2009.

Some well-targeted support and good small group work help pupils with learning difficulties to progress well. Pupils whose first language is not English are increasingly making better

progress because of the focus placed on English language development. Pupils from Black Caribbean backgrounds do not achieve as well as other pupils at the school.

## **Personal development and well-being**

### **Grade: 3**

Pupils like school and feel safe and happy. However, many do not develop as independent learners and this sometimes detracts from their enjoyment of lessons and slows their progress. Most pupils are friendly and engage readily in conversation. However, a significant minority have poor social skills finding it difficult to work, and sometimes to play, with others. Most do improve as they move through the school so that they are satisfactorily prepared for secondary education. Pupils develop a sound knowledge of the cultural backgrounds represented in the school. Behaviour is satisfactory. While pupils know what is expected of them, many need adult supervision to remind them how to behave. There is good understanding of healthy lifestyles, but many pupils find it difficult to adopt healthy habits, especially good eating habits. The school council and local events such as an annual carnival enable pupils to make a sound contribution to the school and local communities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers share learning intentions with pupils so they know what they are expected to do. Classrooms are well organised, and the relationships with pupils and the management of behaviour are good. However, work is not sufficiently well tailored to the needs of individual pupils and, at times, some pupils are not challenged enough. Lessons lack a sense of urgency, resulting in pupils working at too leisurely a pace. Support staff are well used and provide targeted help to lower-attaining pupils or those with behavioural difficulties. Some good use of pupils talking in pairs, for example, helps them to rehearse their ideas before starting to write. While pupils' work is marked regularly, written comments in books do not always give pupils a clear enough idea of how to improve their work.

### **Curriculum and other activities**

#### **Grade: 3**

There has been a strong and successful drive to improve reading skills and this is having an impact on pupils' writing. In mathematics and science, a focus on developing problem-solving and experiments is also beginning to show better than expected progress in these subjects. The school is developing a more practical and exciting curriculum but given the pupils' reluctance to learn, it does not yet provide sufficient opportunities for pupils to develop their curiosity and independence. A good range of visits and visitors helps broaden pupils' learning experiences. There is a satisfactory range of clubs and out-of-class activities, the most popular of which is African drumming. A wide range of programmes used to support pupils' personal development is deeply embedded in the curriculum.

### **Care, guidance and support**

#### **Grade: 3**

Pupils are well cared for and pastoral support is good. The school draws on a wide range of agencies and support staff. This includes the learning mentor and home school liaison officer,

to provide specialist help to pupils with emotional and behavioural needs and social difficulties as well as those with learning difficulties such as speech and language. Though the school recognises the need to do so, it has not yet put in place strategies to support the progress of Black Caribbean pupils. Safeguarding and health and safety requirements are met. The school has established a good partnership with parents and this is reflected in their positive views of the school.

Academic guidance is less well developed. Whilst the school has effective procedures for assessing pupils and tracking their progress, not enough use is made of assessment information to guide and support pupils' learning. Pupils are not always sure of their targets or what to do to achieve them.

## **Leadership and management**

### **Grade: 3**

The headteacher's determination to make things better for the pupils has been the driving force behind the school's many improvements. She and the deputy headteacher provide a complementary partnership. They share with the staff a clear vision for the future development of the school that is based firmly on improving standards and achievement. Subject leaders have made a noticeable contribution to improving provision and outcomes. However, their effectiveness is slightly diminished as their improvement plans are a list of activities that lack criteria against which their impact on pupils' progress can be easily measured.

The school's self-evaluation of pupil performance is thorough and is leading to accelerated progress made by some pupils. Recent staff changes have accelerated the rate of improvement but this is not yet fully secure. Although there are satisfactory systems in place to check on and improve the quality of teaching and learning these have not led to rapid or consistent improvement across the school. This is because they are not sufficiently robust and do not involve enough of the school's senior leaders. The school's yearly improvement plan is good, but there is no strategic plan for how it intends to meet its declared aims of being a good school. As a result, a few initiatives have not always been given enough time to have the desired impact. Many of the governors are new. They are supportive and are beginning to develop the skills and knowledge with which to challenge the school.

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## 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 capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	3
How well does the school contribute to community cohesion?	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	3
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**

12 December 2008

Dear Pupils

Inspection of Langbourne Primary School, London, SE21 8QS

Thank you for your friendly welcome and all your help when we visited your school. We listened carefully to what you told us about life at your school. I am writing to you to tell you about our findings. We think Langbourne is providing you with a satisfactory education. This means it does some things well and that other things could be even better.

It was good to see that many of you enjoy school and usually listen well to your teachers. You are friendly, polite and often behave well. This helps make your school a happy place. You told us that staff encourage you to do well and to develop good relationships. You also told us that you feel safe in school and adults take good care of you.

We agree with your teachers that the standard of your work in English, mathematics and science and your progress are gradually improving. Some of you are making good progress. Well done!

These are some of the other things that we like most:

- children make a good start in Reception
- the school provides extra things for you to do outside of normal classes, such as African drumming
- the school is led well by the headteacher.

Your headteacher and the staff have made many improvements and are always keen to make things even better. We have asked them to continue to:

- raise standards in English, mathematics and science by ensuring that you all make good progress
- provide more opportunities for you to develop greater interest in learning and more independence
- plan the school's improvements over a longer period of time and allow senior staff to go into lessons so that they can give teachers tips on how to help you learn more.

You can play your part by continuing to come to school and always try your hardest.

Yours faithfully

David Watson

Lead Inspector