

Langford Primary School

Gilstead Road, Fulham, London SW6 2LG

Inspection dates

11–12 December 2018

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders, governors and staff have created an excellent learning environment in which pupils excel in their education.
- Leaders at all levels have ensured that the quality of teaching, learning and assessment is exceptional. This has resulted in pupils making excellent progress from their starting points.
- Governors and representatives from the trust ensure that standards are of the highest quality. They use their expertise superbly well to offer support and hold senior leaders to account for every aspect of the school's work.
- Pupils are exceptionally well prepared for the next stage in their learning. Over the last two years, pupils' progress in reading, writing and mathematics at the end of Year 6 was well above the national average.
- Pupils' behaviour is impeccable. They display extremely strong attitudes to learning that support their very strong progress.
- Leaders have crafted a vibrant and enticing curriculum that offers pupils opportunities to deepen their learning in a wide range of subjects. This has contributed to the excellent progress that pupils make.
- Leaders have placed pupils' spiritual, moral, social and cultural development at the core of the school's work. Pupils are very well prepared for their future lives in modern Britain.
- Safeguarding arrangements are effective. Pupils told inspectors that they feel very safe at school.
- Parents and carers are overwhelmingly positive about leaders' work. They recognise and appreciate the changes made to improve the school.
- The early years foundation stage is good. Most children make strong progress and teaching is good. However, sometimes, the most able children are not sufficiently challenged to reach their full potential.

Full report

What does the school need to do to improve further?

- Further strengthen the quality of teaching and learning in the early years foundation stage so that children, particularly the most able, make as excellent progress as other pupils in the school.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Since the school became part of United Learning Trust, the inspirational leaders have transformed Langford Primary. They have been relentless in their drive to ensure that the quality of teaching and learning is of the highest standard. There has been a significant rise in reading, writing and mathematics standards across the school, which have improved vastly year on year.
- Senior leaders, who are extremely knowledgeable about how pupils learn, provide training to teachers, which is firmly rooted in educational research. They work closely with teachers to plan and model lessons that meet the needs of pupils. Consequently, teaching across the school is exceptional.
- Staff morale is very high. Staff responding to Ofsted's survey strongly agree that leaders encourage them to be creative and use teaching strategies that they feel work best for the pupils in their class. Teachers are empowered to excel and secure exceptional outcomes for all pupils.
- Middle leaders know the strengths and areas for development in their subjects. They benefit from specialist training and opportunities provided by senior leaders. These leaders monitor the standards in their subjects very effectively and support their colleagues remarkably well.
- Leaders have designed an excellent curriculum that considers prior learning, vocabulary development and subject knowledge. The learning is sequenced and implemented consistently across the school in a way that enables pupils to gain a deep understanding of the subjects taught. Specialist teachers in physical education (PE), art, music and Latin inspire pupils in their learning. Pupils are given very strong opportunities to use their writing and mathematics skills in other curriculum subjects. For example, all pupils completed an 'Enterprise Project' in which they learned about the roles of directors within a company, used their knowledge of mathematics to calculate profit and designed their own logo and products. At the end of the project, pupils wrote reflections about their roles within the company.
- The curriculum is enhanced through a variety of ways, such as clubs and educational visits. Additionally, leaders provide pupils with many opportunities to learn about the world around them, different jobs and careers. For example, the school hosts a 'Careers Week' when professionals such as journalists and engineers are invited to speak to pupils. All of this broadens pupils' horizons and supports their personal development very well.
- Parents agree that the school is well led and managed. Parents say that their children are safe, happy and well looked after at the school. They value and appreciate leaders' and staff's work to support their children's learning and well-being.
- Pupils' spiritual, moral, social and cultural development is promoted very effectively. It permeates through every aspect of the school's work. For example, pupils vote for their peers to be represented on the school council, where they experience first-hand how democracy works. Other examples include visits to the Houses of Parliament to learn about rights, respect, and the law of the country. Pupils gain an understanding of

different religions. Such experiences prepare pupils very well for their future lives in modern Britain.

Governance of the school

- Governors fulfil their statutory duties very effectively. Members of the local governing body attend meetings with representatives from the trust to evaluate key documents, such as the school's plans for improvement and self-evaluation. They have an excellent understanding of the school's strengths and areas of development.
- Governors offer a high level of support and challenge to leaders by asking probing questions about pupils' outcomes and all aspects of the school's work. They use their visits to the school very well and follow a key line of enquiry to find out for themselves about the school's performance.
- Governors regularly check that safeguarding procedures and policies are followed robustly on the ground to keep pupils safe. For example, governors check that all staff working with pupils are vetted, according to the government's latest legislation.
- Since the school opened, the trust has provided high-quality support and challenge for leaders. Representatives of the trust monitor very closely all aspects of the school's work. They hold leaders and governors to account superbly well and ensure that pupils receive the very best teaching. Trustees capitalise on leaders' expertise by utilising them to disseminate teaching and learning practices, and curriculum development with other schools within the trust.

Safeguarding

- The arrangements for safeguarding are effective. Pupils report that they feel very safe at school.
- Leaders have created a strong culture of vigilance. The regular 'Langford Listener' sessions provide pupils with opportunities to discuss any issues that may be worrying them. Staff receive regular training and updates, which enable them to identify any potential risks to pupils' safety and welfare.
- Pupils told inspectors that they can talk to members of staff about any concerns they may have. They said that staff take their concerns seriously.
- Pupils are taught to keep themselves safe. For example, through assemblies and specialised workshops pupils learned about how to keep themselves safe from the dangers associated with radicalisation.

Quality of teaching, learning and assessment

Outstanding

- Pupils rise to leaders' and teachers' very high expectations.
- Pupils take great pride in their learning. Pupils' books and displays around the school consistently reflect very high standards of work and presentation in all year groups and across the curriculum.
- Classroom routines are very well established. Pupils talked eloquently about the

'Langford Learning Muscles', which underpin their learning. They are taught for example, to 'never give up' and 'give it a go'. They are given plenty of opportunities to talk and reflect about what is taught.

- Teachers' excellent subject knowledge and their deep understanding of how pupils learn enable them to plan learning tasks exceptionally well. Pupils are given time to master key skills and gain strong knowledge and understanding in subjects taught. As a result, pupils know and remember more. Typically, one pupil said, 'Deliberate practice helps us to ensure that we understand what we do. We choose an amazing challenge that helps us to get the knowledge into our long-term memory.'
- Pupils clearly love reading and talked enthusiastically to inspectors about their reading habits. They are taught new vocabulary before they read a text, so they can understand what they have read. Pupils read with accuracy and fluency, and demonstrate excellent comprehension skills that are appropriate for their age.
- The teaching of writing is extremely effective across the school. The work in pupils' books and displays around the school is of a very high standard. Linked to pupils' reading, teachers provide pupils with opportunities to analyse, reflect, evaluate and improve the quality of their own writing. For example, in Year 2 as part of their topic on 'The Great Fire of London', pupils compared two newspaper articles and reflected on which had the most impact on the reader, and why. Pupils' handwriting is exceptional.
- The teaching of mathematics is a clear strength of the school. Pupils in all year groups understand mathematical concepts very well. Pupils are set challenges that demand them to think deeply and articulate their reasoning. As a result, pupils make outstanding gains in mathematics.
- The exceptionally well-designed curriculum offers pupils many opportunities to apply their reading, writing and mathematics skills in a wide range of subjects, which they do superbly well. For example, in science, Year 4 pupils used their measurement skills to investigate the melting point for chocolate. Teachers regularly check on the progress pupils have made in their learning, such as through 'pop quizzes' to ensure that pupils have remembered their learning.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident and highly articulate. They discuss their learning with great enthusiasm. In the voice of pupils, 'We make everything work as a team. We work together then it is easier to learn.'
- Pupils told inspectors that bullying is an extremely rare occurrence. They know very well the different forms of bullying. Pupils have the trust and confidence in adults who would resolve any issues swiftly.
- Pupils discuss and engage in debates during philosophy lessons. Pupils participate in discussions based on questions they have created themselves. For example, pupils debated the question 'What makes a good community?' This supports pupils'

development of critical thinking skills remarkably well.

- Pupils are knowledgeable about how to keep themselves safe when using the internet. For example, pupils know that they should tell a trusted adult if something appears on their screen that makes them feel uncomfortable.
- Leaders and staff provide excellent opportunities to develop pupils' physical, mental and emotional well-being. Recently, pupils participated in a project that increased their awareness of eating healthily. The highly effective strategies that are in place, such as 'Langford in Harmony', promote pupils' emotional and mental well-being very well.

Behaviour

- The behaviour of pupils is outstanding. Pupils' conduct around the school and during social times is exemplary. Consequently, there is a very calm and purposeful learning environment.
- Pupils display excellent attitudes to learning. In every classroom, pupils exhibit exceptionally high levels of concentration, resilience and engagement in their learning. All of this contributes to the very strong progress they make across the curriculum.
- Pupils are true ambassadors for their school. Pupils are extremely courteous and friendly. They treat each other, adults and visitors with respect.
- Leaders and staff instil in pupils a very strong sense of moral purpose. Pupils are not rewarded for good behaviour; they are taught that they should behave well because that is the right thing to do. Pupils take ownership of their own behaviour and that of their peers through a very effective 'behaviour panel'. Senior leaders oversee the panel that is represented by older pupils, who address any referrals of poor behaviour. This strategy has been very successful in reducing infrequent poor behaviour.
- Attendance is broadly average. Persistent absence is low and there were no exclusions last year.

Outcomes for pupils

Outstanding

- In 2018, pupils' progress and attainment were well above the national average in reading, writing and mathematics at the end of key stage 2. The school was among the top 10% of all schools in England for the amount of progress made between key stage 1 and key stage 2 in these subjects. Attainment in science was also above average. As a result, pupils were very well prepared to continue their learning at secondary school.
- Disadvantaged pupils' progress and attainment at the end of key stage 2 in 2018 were well above other pupils nationally in writing and mathematics. Their progress and attainment in reading were above those of other pupils.
- In 2018, although Year 2 pupils' attainment in reading, writing and mathematics was broadly average, they made substantial progress from their very low starting points.
- Inspection evidence confirms that all current pupils are making substantial and sustained progress in reading, writing and mathematics.
- Pupils told inspectors they enjoy reading challenging texts. Younger pupils who read with inspectors used their phonics very well to read unfamiliar words. Older pupils read

with fluency, accuracy and expression. They demonstrated a sound understanding of texts they read, including a very strong knowledge of vocabulary.

- Pupils currently in the school rise to the consistently high expectations that are set by teachers and leaders. All pupils, including the most able pupils, those with special educational needs and/or disabilities (SEND) and disadvantaged pupils, are making very strong progress in the curriculum.
- The quality of work in pupils' books and displays around the school is of an exceptionally high standard, and this is a striking feature of pupils' learning and the school's excellent curriculum. Pupils' work conveys their deep understanding of subjects taught. Leaders and teachers provide plenty of opportunities for pupils to reflect deeply on their learning, which contributes to the excellent progress they make over time.

Early years provision

Good

- The early years is good because most children make consistently strong progress from their individual starting points. The 2018 provisional assessment information shows that the proportion of children that achieved a good level of development was in line with the national average. Children are well prepared to continue their learning into Year 1.
- Leaders know the strengths and areas of development very well to continually improve children's learning, progress and attainment.
- Teaching is effective. Adults provide a wide range of exciting activities to meet children's needs in all areas of learning and development. For example, children are given opportunities to listen to traditional stories and perform their own puppet shows linked to the text. Adults model the writing process well to children. As a class, children publish their own book and this becomes part of the class reading area for them to enjoy. Such projects support children's reading, writing and communication skills well.
- Children are very well behaved. They settle very quickly to their selected tasks and remain focused, without being distracted by others. Staff ensure that there are well-established routines in place. As a result, children are happy and feel safe in a calm and purposeful environment.
- Partnerships with parents are strong. Leaders provide many opportunities for parents to be involved in their children's learning and development. For example, parents are offered workshops on a range of topics, including phonics, promoting independence and managing behaviour. This supports well the continuation of learning between home and school.
- Inspection evidence confirms that the most able children could be further challenged to make even better progress in writing and mathematics.

School details

Unique reference number	141685
Local authority	Hammersmith & Fulham
Inspection number	10053407

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	Board of trustees
Chair	Dominic McGonigal
Headteacher	Seamus Gibbons
Telephone number	020 7736 4045
Website	www.langfordprimary.org.uk
Email address	admin@langfordprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Langford Primary School converted to academy status in January 2016. It is part of the United Learning Trust, a multi-academy trust. The trust comprises members, a board of trustees, senior executives and the local governing body. The regional director is the main point of contact between the school and board of trustees. He holds senior leaders and the local governing body to account for all aspects of the school's work and reports to the board of trustees.
- Children attend the Nursery and Reception classes on a full-time basis.
- The school runs its own breakfast club and after-school clubs.
- 37% of pupils are eligible for free school meals.
- A small minority of pupils receive special educational needs support. Very few pupils have education, health and care plans.

Information about this inspection

- Inspectors visited all classes to observe pupils' learning in a range of subjects, mostly jointly with senior leaders. They scrutinised pupils' work within and outside of lessons.
- Inspectors spoke with pupils during lessons and lunchtimes to discuss learning and seek their views about school life. They met formally with one group of pupils. Inspectors also considered the 11 responses to the pupil questionnaire.
- Inspectors listened to pupils reading in all year groups.
- Meetings were held with leaders, governors and staff. The lead inspector met with a representative of the United Learning Trust.
- An inspector talked to parents informally at the start of the school day. They analysed the 12 responses to Parent View, Ofsted's online questionnaire, including the eight free-text responses. They also analysed the school's questionnaires for parents.
- Inspectors considered the 16 responses to Ofsted's staff questionnaire.
- Inspectors observed pupils' behaviour within lessons and at social times of the school day.
- Inspectors scrutinised a wide range of school documentation, including documents related to safeguarding, information related to pupils' progress and attainment, the school's self-evaluation and plans for improvement.

Inspection team

Rajeshree Mehta, lead inspector	Ofsted Inspector
Jan Keating	Ofsted Inspector

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Manchester
M1 2WD

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