

Inspection of Langrish Primary School

Ramsdean Road, Stroud, Petersfield, Hampshire GU32 3PJ

Inspection dates: 22–23 October 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Good

Early years provision

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this school?

Pupils enjoy school and the opportunities it offers them. Leaders are ambitious for pupils, particularly for them to understand societies beyond their own experience. Pupils learn to be citizens of the world, reading and debating extensively about the similarities, differences and inequalities between different groups of people. They learn about and reflect on human rights and the work of the United Nations. This underpins their efforts to improve themselves, their school and the lives of others.

Pupils are safe in school and feel confident talking to adults if they are worried or concerned. They are taught to identify and avoid risks both online and in real life. Pupils have a clear understanding of their rights and responsibilities which help to guide their actions. They are respectful and kind both in and out of class. Any incidents of bullying are quickly dealt with and rarely repeated. Pupils develop their own 'class charter' and follow these rules in lessons. Pupils work hard in class and are rarely disrupted by others. On some occasions, pupils can lose focus when working independently.

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

The curriculum has been carefully developed. It is ambitious and interesting for pupils. Leaders use research, and insights from other schools, to consider how best to structure the curriculum. Teachers provide clear instructions for pupils and check that they understand what they are learning. This allows staff to identify and help any pupils who fall behind, particularly in reading and mathematics.

In most subjects, series of lessons help pupils to build their knowledge over time. For example, in computing, younger pupils learn to write simple codes to direct robots around a table. They use this knowledge later in their studies to write, test and 'debug' complex programmes. In a few subjects, the aims of the curriculum have been reviewed more recently. These are ambitious, and staff have begun to teach pupils the content. However, because the changes are recent, pupils have not yet been taught all the underpinning knowledge in these subjects. This means that they are unprepared to learn about some of the more complicated concepts they are being introduced to.

Pupils' love of reading is carefully nurtured. Staff teach pupils phonics right from the start. The reading programme ensures that pupils get to practise their skills both at school and at home. Older pupils read texts that expand their understanding of, for example, different historical periods, cultures and family structures. This helps to increase both the breadth of pupils' reading and their knowledge of the world around them.

Pupils who have special educational needs and/or disabilities (SEND) enjoy the full curriculum. Staff support these pupils well. They break learning into small steps or adapt tasks so that pupils can understand and complete these. Pupils typically behave well in class and focus on their tasks. This means that they

are productive when they work and are rarely disturbed by others. Occasionally, pupils can become distracted when they are working without direct adult supervision. This is because not all staff reinforce expectations of how pupils should behave when working independently.

Pupils' personal development is extremely well planned and woven into every aspect of school life. Pupils and staff discuss the United Nations Convention on the Rights of the Child in assemblies and lessons. Pupils use this to consider their charity and environmental work, raising money for those who have no access to education or clean water. Pupils develop their skills and interests through an excellent range of sporting and artistic clubs and are taught to look after their mental health through activities such as mindfulness and yoga.

The early years provides children with an exceptional start to their education. The curriculum is ambitious and delivered expertly by staff. They ensure that children make the most of every moment, using their play to draw out their understanding of early reading and mathematics, and to nurture their physical development. Staff constantly encourage children to listen to, and discuss, ideas in a polite and courteous manner. Children's behaviour in the early years is exemplary, meaning that their learning and enjoyment is never interrupted.

Leaders are highly committed to staff development. Staff see themselves as learners and consider the latest educational research to develop their own, and others', subject knowledge. Leaders are mindful of staff workload and ensure that teachers' well-being is promoted. One teacher told us 'I am so pleased I came here. I finally have my work-life balance back.'

Safeguarding

The arrangements for safeguarding are effective.

Staff receive comprehensive induction training, ensuring that they know how to identify and report any concerns about pupils' welfare. They take note of the small things, meaning that the school can provide early support for pupils or signpost families to get further help. Leaders have robust processes for recording and reporting concerns, meaning that pupils quickly get support when they need it.

Governors check this work closely. They question staff to ensure that they are appropriately trained and know what to do if they have concerns. They work with leaders to ensure that the agreed processes are followed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In most subjects, pupils possess the knowledge required to develop their understanding of more complex concepts. In some subjects, the aims and sequence of learning have been changed recently so that pupils can achieve even

more ambitious end points. However, pupils are occasionally taught complex concepts without understanding the prior learning that underpins them. Leaders need to ensure that pupils are taught, and understand, the basic concepts before they consider more intricate ideas.

- In class, pupils behave well and focus on their tasks. Sometimes, pupils can become distracted when they are not working with an adult. Leaders need to ensure that all staff follow the school's agreed behaviour policy to improve pupils' focus when working independently.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115924
Local authority	Hampshire
Inspection number	10111427
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair of governing body	James Greenwood
Headteacher	Sarah Wright
Website	www.langrish.hants.sch.uk
Date of previous inspection	17 October 2007

Information about this school

- Since the previous inspection, a new headteacher and chair of governors have taken up their posts. The majority of support and teaching staff have joined the school since the previous inspection.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- The inspectors met with senior leaders and three governors. The lead inspector also held a phone call with an officer from the local authority.
- The inspectors initially considered the quality of education by looking in depth at reading, mathematics, science and computing. Inspectors talked to subject leaders, staff and pupils, visited lessons and looked at pupils' work. The inspectors then considered a wider range of subjects.
- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and through discussions with pupils.
- The inspectors considered the views of parents shared through the Ofsted online

survey and during discussions with parents. They gathered the views of pupils and staff through interviews and discussions conducted throughout the inspection.

Inspection team

Daniel Lambert, lead inspector

Her Majesty's Inspector

James Munt

Ofsted Inspector

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