

Inspection of a school judged good for overall effectiveness before September 2024: Langrish Primary School

Ramsdean Road, Stroud, Petersfield, Hampshire GU32 3PJ

Inspection dates:

20 and 21 May 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Langrish is a highly inclusive school. Pupils love learning and going to school every day because everyone is welcome. One parent summed up parents' views by saying, 'Every day they bounce in and bounce out.' There are very high expectations for pupils. Pupils rise to these challenges and consistently meet them. Pupils enjoy their learning and are eager to develop new knowledge and skills. Pupils work enthusiastically so they waste no time. They consistently achieve exceptionally high standards.

Pupils' behaviour, and their commitment to the school values of ambition, belonging and curiosity, is excellent. They treat each other with kindness, courtesy and respect. Pupils learn how to keep themselves safe. They know that adults and spaces such as 'The Burrow' help them.

Pupils are happy and confident and thrive. The school has thought carefully about how to support pupils' mental health and well-being. Pupils use the 'Langrish Journey' to help them express how they are feeling. Older pupils say this also helps them prepare for when staff talk to them about what they have learned.

Pupils respond enthusiastically to the impressive array of leadership roles on offer. Roles such as safeguarding champions and junior road safety officers help to develop their sense of belonging, as well as their communication and teamwork skills.

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

The school has developed a rich, ambitious curriculum that enables pupils to secure knowledge and skills from early years to Year 6. The school has utilised its deep

understanding of both its context and the individual needs of pupils to ensure the curriculum skilfully prepares pupils for their next steps. The school has high expectations of how learning should challenge and deepen pupils' knowledge and understanding. In response, pupils learn exceptionally well. Staff receive ongoing, targeted training, and the school checks the impact of new strategies very carefully to make sure they are having the intended impact. Leaders think carefully about continuous improvement, valuing staff and their feedback about their well-being and workload.

Pupils love reading and writing. Teachers teach pupils to be confident readers. Phonics is taught with precision and consistency right from the start in the early years. Sharp, insightful checks identify pupils at risk of falling behind. Targeted support helps these pupils keep up with their peers. Pupils enjoy stories and share their favourites with others through book reviews in the library. They explore difference and equality through carefully chosen books displayed on the 'equality book tree' in the library.

Pupils show growing confidence and independence in their writing. This includes disadvantaged pupils and pupils who have special educational needs and/or disabilities (SEND). This is thanks to the school's thoughtful approach to teaching writing skills. Staff model writing precisely; they encourage the use of ambitious words and phrases and break tasks into manageable parts. As a result, pupils write with fluency and flair across the curriculum. They understand how to use different writing styles for reports, stories and letters. Pupils with SEND get the expert support they need to develop their writing skills because their specific needs are identified early and are accurately understood.

The school has added depth and challenge to the wider curriculum. For example, in art and music, pupils learn about a wide range of artists and musical instruments. Younger children enjoy singing and experimenting with the tempo in songs. Pupils can explain how artists influence their own work and how they develop their art skills and knowledge over time. Pupils' work in sketchbooks shows increasing knowledge, including the skills of colour mixing and use of texture. In music, younger pupils select percussion instruments to create sound effects to accompany a story set on Mars.

Pupils' behaviour is exemplary. Learning is not disrupted. The school provides effective emotional support for pupils. 'Pupil journals' help pupils express their views and feelings. Consequently, they build their confidence and feel valued. Pupils attend very regularly, as reflected in the school's high attendance rates. The school carefully monitors and supports families effectively when attendance falls below expectations.

There is rich provision for pupils to become confident and respectful citizens. The school's Equality and Rights Advocate Group provides ideas and opportunities for pupils to develop their knowledge of life in modern Britain. This work can also be seen in the embedded ethos that guides everything the school does. Pupils enjoy weekly themed assemblies. They connect these themes to their community work, such as helping at the village 'Victory in Europe Day' fete and raising money for charities. The school provides an array of interesting enrichment activities, including after-school clubs. Carefully planned trips to museums and the countryside help pupils to embed and deepen their learning in meaningful ways.

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 good 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 good for overall effectiveness in October 2019.

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

Unique reference number	115924
Local authority	Hampshire
Inspection number	10361661
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	211
Appropriate authority	The governing body
Chair of governing body	James Greenwood
Headteacher	Heather Jones
Website	www.langrish.hants.sch.uk
Dates of previous inspection	22 and 23 October 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher and the deputy headteacher are new in post since the last inspection.
- The school runs a breakfast club for pupils.
- This school does not 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 has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher and middle leaders.
- The inspector met with representatives from the governing body and a representative from the local authority.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. They held discussions about the curriculum and spoke to staff. The inspector heard pupils read to a familiar adult.
- The inspector observed pupils' behaviour in lessons, around the school and at lunchtime. The inspector spoke with pupils about their views of the school and their learning, behaviour and safety.
- 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 considered responses to Ofsted's online questionnaire for staff and pupils. They also spoke to parents and took into account the views of parents and carers using Ofsted's online survey for parents and carers, Ofsted Parent View, including comments received via the free-text facility.

Inspection team

Charlotte Wilson, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025