

Inspection of a good school: Langford Village Community Primary School

Peregrine Way, Bicester, Oxfordshire OX26 6SX

Inspection dates:

7 and 8 March 2023

Outcome

Langford Village Community Primary School continues to be a good school.

What is it like to attend this school?

'It's good to be in school' are the words sung by the school choir. The pupils in this school certainly think so. At Langford, all pupils are encouraged to be 'STARS': 'Safe, thoughtful, adventurous, resilient and smiling'. They are friendly, happy and safe. The adults know pupils well and take good care of them. Parents who responded to Ofsted's online survey agreed, with one explaining, 'The teachers are supportive and the teaching assistants are all really great, making a really positive impact on the lives of the children.'

Adults have high expectations for behaviour. All pupils, including those in the early years, get along well together. Unkind behaviour and bullying are rare. If bullying does occur, adults in school act promptly to ensure both the victim and perpetrator are supported so that it does not happen again.

Pupils, including those with special educational needs and/or disabilities (SEND), enjoy taking part in a range of activities and events linked to a newly designed curriculum. Leaders choose experiences to deepen pupils' knowledge of what they learn. Pupils enjoy finding out about different types of family, cultures, and religions. Discrimination of any sort is not tolerated here.

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

Leaders have designed a new, ambitious curriculum. They have identified clearly what they want pupils to know and remember by the time they leave in Year 6. All pupils, including those with SEND, learn a broad range of subjects. In most of these subjects, the sequence of learning has been well thought through. This helps pupils to make connections between concepts and remember what they learn. This includes in the early years, where adults are experts in helping the youngest children learn.

Senior leaders recognise that, historically, pupils at the end of key stage 2 have not achieved as well as they could in some subjects, including writing and mathematics. They

know that some pupils still have gaps in their knowledge. This is because they have not fully benefited from the revised curriculum right from when they joined the school. In light of this, leaders are continuing to take decisive action to improve pupils' achievement. This includes supporting teachers to improve their teaching of the curriculum. Teachers have benefited from this support. In most lessons, teachers explain learning well. They check pupils' understanding and provide feedback so pupils know how to improve their work. However, leaders acknowledge that further support is needed to ensure teachers consistently check pupils' learning. This is to ensure any gaps in knowledge are quickly identified and acted on.

The impact of the ongoing improvements is especially evident in the work of pupils in the early years and key stage 1. For example, in mathematics, pupils explore number and pattern through carefully designed activities. Furthermore, pupils with SEND successfully take part in the same learning activities as their peers. This is because leaders identify their needs early on and provide the right amount of support when needed.

Pupils love reading. Adults are trained to teach phonics well, using a newly introduced programme. Not a moment is lost. Children in the Nursery and Reception, get off to a quick start in learning their sounds. This continues into key stage 1. Where pupils have gaps in their phonic knowledge, staff support them to catch up quickly. As a result, pupils learn to read with increasing accuracy, fluency and confidence.

Throughout the school, learning is rarely disrupted. When it is, pupils get back on track quickly because they enjoy the interesting activities their teachers have planned for them. Pupils follow the school's rules and routines. They play and work alongside each other well. No one is left out. School leaders work effectively with pupils and families to put the right support in place to manage more complex behaviour.

Pupils are proud to represent their class and school. For example, being elected to be a pupil leader, taking part in one of the sporting events or singing in the choir. In lessons, pupils learn about their local area, equality and that difference should be celebrated. Pupils enjoy finding out about different religious ceremonies, such as Holi and Diwali. They support others by regularly raising money for charity events.

The newly formed leadership team is focused on giving the best possible education to its pupils. There have been many changes since September. This has led to a higher than usual workload for staff. However, staff are excited by the changes and feel well supported to do their best for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are safe. Adults are trained well to spot signs of abuse. They know how to refer on concerns, including concerns about adults, should they arise. Leaders know families well. Safeguarding leaders act promptly, working with other agencies where needed, to ensure

pupils and families get the right support. All required safeguarding checks are completed before adults start work in school.

Pupils know how to keep themselves safe. They know that when online they should keep personal information and passwords private. They know what to do if any online contact worries them. They are also alert to a range of off-line risks including water safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Historically, pupils at the end of key stage 2 have not achieved as well as they could in writing and mathematics. Leaders should continue with their plans so that staff are confident in delivering and that all pupils make the progress they are capable of.
- In the foundation subjects, leaders have not developed a precise approach to checking what pupils have learned over time. As a result, leaders and teachers do not have a clear picture of gaps in pupils' knowledge. Leaders need to ensure that assessment is effective in identifying gaps in pupils' knowledge so that teachers can address these swiftly and effectively.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 in June 2013.

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](#)' 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	130962
Local authority	Oxfordshire
Inspection number	10241978
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	426
Appropriate authority	The governing body
Chair of governing body	Peter Greenway
Headteacher	Sarah Tomlin
Website	www.langford-village.oxon.sch.uk
Date of previous inspection	12 September 2017, under section 8 of the Education Act 2005

Information about this school

- This is a larger-than-average primary school.
- Since the previous inspection, there have been significant changes to staffing, including a new headteacher.
- The school has a breakfast and after-school club run by a private provider.
- The school has a nursery class.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other leaders, members of staff, and four members of the governing body. The inspector also held a telephone discussion with a representative from Oxfordshire local authority.

- The inspector considered the 123 responses to the online survey, Ofsted Parent View, and parents' written responses.
- The inspector carried out deep dives in these subjects: early reading, mathematics and design and technology. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at pupils' books, curriculum plans and spoke to leaders about some other subjects.
- The inspector looked at the school's own evaluation and development plans.
- The inspector spoke to pupils, parents and staff about the school's work to keep pupils safe. She also considered a range of safeguarding documentation.

Inspection team

Clare Haines, lead inspector

Ofsted Inspector

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