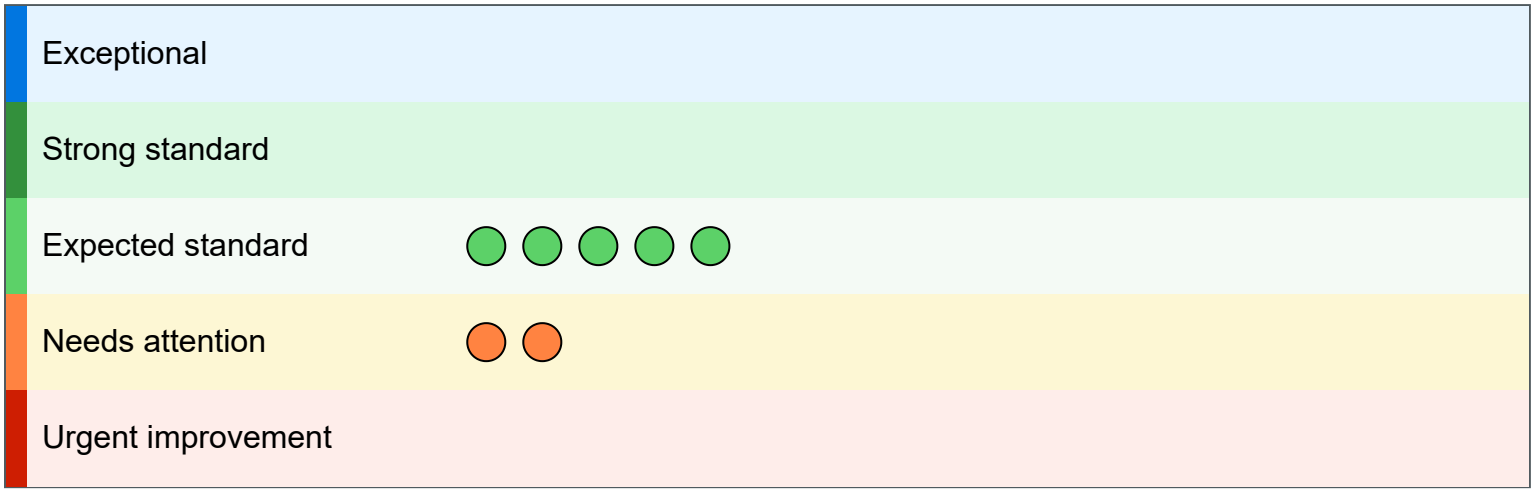
Langafel Church of England Voluntary Controlled Primary School

Address: Main Road, Longfield, Kent, DA3 7PW

Unique reference number (URN): 118711

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard

Improving attendance remains a high priority for the school. Attendance is just below the national average. Leaders have implemented a range of strategies to improve attendance. As a result, persistent absence has improved. Leaders analyse attendance information carefully and take prompt action when concerns arise. They form positive relationships with pupils' families. This enables them to work closely to identify and overcome any barriers to positive attendance. This includes offering families support, as well as having challenging conversations when needed. Work with families has had a positive impact on attendance for some pupils.

Leaders have established a whole-school culture based on positive relationships and mutual respect. Staff model appropriate behaviour and reinforce expectations. Pupils behave well in lessons and contribute positively to learning. Staff provide additional support for pupils who need it to help them recognise and manage their emotions. This leads to a calm and purposeful environment across the school. During social times, behaviour remains positive. Pupils play together in a purposeful and cooperative way. The environment is safe, calm and supportive. Bullying and unkind behaviour are rare. Staff respond promptly and effectively when any concerns arise.

Early years

Expected standard

Children get off to a great start in the early years and achieve well. Staff provide high-quality interactions that develop children’s language and vocabulary effectively. They model rich language, extend conversations and introduce new vocabulary with precision. Staff care for children's wellbeing and welfare through carefully thought out plans.

The curriculum is well planned and clearly sequenced. It supports children’s progress across all areas of learning, with communication and language at its core. Detailed progression ensures that children typically build the foundational knowledge and skills needed for Year 1, such as the pencil control needed for early writing.

Reading is prioritised. Phonics teaching is systematic and follows established routines. Staff quickly identify children who need extra help. Daily catch-up sessions ensure that children keep up, and most secure the phonics knowledge they need by the end of Reception.

The provision is continually reviewed and adapted in response to children’s needs. Staff track progress closely and refine learning environments to maximise children's engagement. Transition arrangements into and out of early years are thorough and carefully planned. As a result, children move into Reception and on to Year 1 with confidence. Staff engage effectively with parents and carers.

Inclusion

Expected standard

Leaders have implemented robust systems to identify the needs of pupils with special educational needs and/or disabilities (SEND) swiftly and accurately. Leaders act promptly to

ensure these pupils get the additional support they need as quickly as possible. Monitoring of pupils' progress and the provision helps leaders to refine the approach accordingly. Tailored and appropriate adaptations enable pupils with SEND to engage in lessons and other aspects of school life. Leaders and staff work with parents, carers and external agencies effectively.

Pupils attending 'SLIC@Langafel', the school's specially resourced provision for pupils with SEND, benefit from well-considered and targeted support. Leaders have used the successful strategies implemented here to positively impact pupils with SEND across the school. Barriers to learning are typically successfully removed. Well-planned training ensures that staff have the skills to meet pupils' needs successfully. As a result, pupils with a range of needs secure the skills they need for future learning.

Similarly, pupils who are disadvantaged or those who are known or previously known to social care receive effective support. Leaders have a detailed oversight of these pupils. Disadvantaged pupils have clear opportunities to take part in all that the school has to offer. Pupil premium funding is used appropriately to enhance the offer for these pupils.

Leadership and governance

Expected standard

Leaders are determined to create a highly inclusive culture that places pupils' best interests at the heart of decision making. Leaders are united in their commitment to ensure that social disadvantage is not a barrier to pupils' success. They know their school well and work together to plan whole-school improvement. Leaders model professionalism and are highly reflective of their practice. They carefully check on the impact and success of their work and make changes where needed.

A well-established professional learning culture supports staff development. Leaders have taken swift action to address deficiencies in teaching. This has had a positive impact, particularly in English and mathematics and for those pupils with additional needs. Staff feel trusted and valued. They are well supported by leaders and are proud to work at the school. Consideration of staff workload and wellbeing is embedded in the decision-making processes.

Governors understand and meet their statutory duties well, including safeguarding. They stay highly informed about school performance and are clear on the strengths and areas to develop further. School leaders value the support and constructive challenge they receive.

Leaders build constructive relationships across the school community and engage with families positively. Parents typically speak highly of the school and value the caring and nurturing ethos. They say staff are approachable and accessible, listening to any worries they or their children may have.

Personal development and wellbeing

Expected standard

The programme for personal development is carefully designed to prepare pupils well for life beyond primary school. The curriculum in this area is well developed. Pupils understand the importance of fundamental British values such as democracy. They appreciate the opportunities at school to practise democratic activities such as voting for school council

members. Pupils also learn to value other people's differences. Pupils gain a general understanding of different beliefs and lifestyles in modern society. Staff arrange educational visits to places of worship. These enable pupils to engage with people from diverse backgrounds.

Pupils learn how to maintain healthy lifestyles. They understand the qualities of a positive relationship. They also have an age-appropriate understanding of what to do if relationships become potentially harmful. When discussing mental health, pupils demonstrate maturity and self-awareness. Staff provide effective support for pupils with special educational needs and/or disabilities (SEND) who need additional help to understand key content from the personal, social and health education curriculum, such as changes during puberty.

Pupils, along with parents and carers, appreciate the school's pastoral support. Leaders and staff have a thorough understanding of pupils' experiences at school and home. Staff are alert to any challenging circumstances in pupils' lives and provide appropriate and effective help when necessary.

The school has a well-established enrichment and extra-curricular provision. Leaders' commitment to pupils learning about the wider world beyond the local area is demonstrable in the trips they arrange to places of local and national interest. Leaders also ensure that pupils develop their talents and interests. The range of clubs is popular and well attended. Pupils are particularly proud of their achievements in art, music and competitive sport. Leaders ensure that disadvantaged pupils and those with SEND have full access to the school's enrichment and extra-curricular provision.

Needs attention

Achievement

Needs attention

Disadvantaged pupils do not achieve as well as they should in national tests at the end of key stage 2. Although pupils' attainment is generally close to the national average, disadvantaged pupils’ attainment is lower. In some subjects, pupils in key stages 1 and 2 are not prepared sufficiently well for their next stage of learning.

Leaders have recently introduced robust systems to strengthen the school's checks on pupils’ learning in order to help staff identify gaps in pupils’ knowledge that have accumulated over time. However, efforts to address these gaps, including in phonics, are not consistently effective. As a result, these persist.

Leaders have prioritised curriculum design and recently improved curriculum content. Early reading and phonics are prioritised from the start in the early years. However, the school’s approach to early letter formation and handwriting is not applied consistently. This means some pupils do not develop the fluency needed to apply their writing confidently across subjects.

Provision for pupils with special educational needs and/or disabilities is typically effective. Adaptations help pupils work towards their individual targets, and these pupils generally make progress from their starting points.

Curriculum and teaching

Needs attention

Leaders have rightly identified that some pupils do not receive the support they need to develop the early skills in reading, writing and mathematics. Teachers do not routinely identify and address learning gaps quickly enough. As a result, some pupils do not learn as deeply as they could.

Leaders recognise that more needs to be done to ensure that all pupils develop the foundational knowledge they need to be ready for the next stage in their education. They know what they need to do next to improve teaching and the quality of the curriculum. There is variability in teaching. While some staff identify errors and help pupils to correct them, this does not happen consistently for all pupils. As a result, misconceptions and gaps persist for pupils.

Leaders have clearly mapped out the knowledge and skills that pupils must learn in English and mathematics. They are extending this to other curriculum subjects. New learning now builds on what pupils have learned before. School-wide changes to teaching and learning are beginning to help pupils work more independently.

Typically, teachers have the subject knowledge they need to teach the curriculum. They understand pupils' needs and make appropriate adaptations to their teaching so that all pupils can access the same learning.

What it's like to be a pupil at this school

Pupils enjoy coming to Langafel Church of England Voluntary Controlled Primary School and feel part of the community. They value the opportunities available to them. An increased proportion of pupils are now attending school more regularly. Staff know pupils well and build positive relationships. Adults greet pupils each morning and help them settle quickly for the day ahead.

Behaviour is courteous and respectful. Pupils understand routines and follow expectations well. They show respect for one another and value each other's differences. The school's inclusive culture is evident across the school. Pupils understand that people have different needs and treat others with care and consideration.

Pupils feel safe in school. They understand how to stay safe online and in the wider community. They trust adults to help when concerns arise. Bullying is uncommon and staff deal with incidents quickly and effectively.

Pupils enjoy learning. Classrooms are calm and purposeful. Pupils engage enthusiastically in lessons and make the most of learning opportunities. They show positive attitudes and participate well in class activities. However, expectations have not always been high enough

and teaching has been too variable. As a result, pupils do not achieve as well as they could. Leaders are implementing improvements to strengthen learning. These changes are helping pupils develop the knowledge and skills they need for the next stage of education.

Pupils benefit from leadership roles and a range of wider opportunities. They develop confidence, resilience and new skills. They contribute positively to school life and broaden their interests.

Next steps

- Leaders should ensure that their expectations for the quality of teaching are fully met across the school in order to improve pupils' progress.
- Leaders should ensure that gaps in pupils' foundational skills and knowledge are swiftly identified and tackled so they are well prepared for the next stage of their education.
- Leaders should continue to prioritise their work on attendance to positively impact the attendance of pupils who persistently miss out on periods of their education, particularly those who are disadvantaged.
- Leaders should ensure they have robust oversight of the school's personal development and wellbeing offer, including understanding the impact of the extra-curricular offer.

About this inspection

The chair of the board of governors in this school is Paul Harrison.

This inspection took place on 29 and 30 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and deputy headteacher, the special educational needs and disabilities coordinator, teachers, support staff, governors, a representative from the local authority, pupils, parents and carers during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Rochester. Its last section 48 inspection was on 8 November 2019.

The school includes specially resourced provision for pupils with a diagnosis of autistic spectrum disorder. This specially resourced provision has 37 pupils on roll.

The school does not use any alternative provision.

Headteacher: Catherine Maynard

Lead inspector:
Ulric Neblett-Leigh, His Majesty's Inspector

Team inspectors:
Aaron Caple, Ofsted Inspector
Neerasha Singh, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

286
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

331
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

35.66%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

15.38%
Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

14.69%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	35%	62%	Below
2023/24 (final)	51%	61%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	75%	Below
2023/24 (final)	60%	74%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	72%	Below
2023/24 (final)	68%	72%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	47%	74%	Below
2023/24 (final)	62%	73%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	20%	47%	Below
2023/24 (final)	44%	46%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	65%	63%	Close to average
2023/24 (final)	50%	62%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	60%	59%	Close to average
2023/24 (final)	56%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	40%	61%	Below
2023/24 (final)	50%	59%	Close to average

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Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	20%	69%	-49 pp
2023/24 (final)	44%	67%	-23 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	50%	80%	-30 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	78%	-18 pp
2023/24 (final)	56%	78%	-22 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	40%	81%	-41 pp
2023/24 (final)	50%	79%	-29 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	6.1%	5.1%	Above
2024/25 (3 term)	5.7%	5.2%	Close to average
2023/24 (3 term)	7.6%	5.5%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	15.4%	14.4%	Close to average
2024/25 (3 term)	16.1%	13.0%	Close to average
2023/24 (3 term)	25.4%	14.6%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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