

Laureate Community Primary School

Inspection report

Unique Reference Number	124545
Local Authority	Suffolk
Inspection number	359697
Inspection dates	12–13 May 2011
Reporting inspector	Raminder Arora

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

Type of school	First
School category	Community
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair	Christopher Barker
Headteacher	Olive Millington
Date of previous school inspection	12 November 2007
School address	Exning Road Newmarket CB8 0AN
Telephone number	01638 663927
Fax number	01638 561441
Email address	ad.laureate.p@talk21.com

Age group	3–9
Inspection dates	12–13 May 2011
Inspection number	359697

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They observed teachers teaching six classes and 13 lessons. They met with the headteacher, members of staff with management responsibilities, and the Vice Chair of the Governing Body. They observed the school at work and looked at a range of documentation including policies relating to safeguarding and planning for school improvement. In addition they scrutinised the questionnaire responses from 67 parents and carers, 61 pupils in Years 3 and 4 and 21 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are pupils of all abilities, including those joining other than at the usual time being helped to make consistently good progress?
- How effective is the school in raising pupils' awareness of different cultures, beliefs and ways of life across the United Kingdom and wider world?
- Is the school doing all it can to ensure that pupils do not miss lessons due to avoidable absence?
- What initiatives have the school's leadership undertaken recently and to what effect?

Information about the school

This is a smaller-than-average school in size. The vast majority of pupils have a White British heritage and a few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. These are mainly in areas of emotional, speech, language and communication. One pupil has a statement of special educational needs. Many families in the locality face challenging circumstances. The proportion of pupils known to be eligible for free school meals is above average. Mobility is high and many pupils join and leave other than at the usual times. There is Early Years Foundation Stage provision for children in the Nursery and Reception. The school is currently undergoing reorganisation and converting from a first school to a primary school. The school has gained awards such as, Healthy Schools, Activemark and Travel Plan.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Highly effective care, guidance and support and a very positive school atmosphere make a valuable contribution to pupils' personal development. Pupils are courteous, friendly and relate well to adults and to their peers. Behaviour in lessons and around the school is good. Pupils feel safe and appreciate the way all staff act promptly if they need advice or guidance. They show an extremely good understanding of how to lead a healthy lifestyle. Parents and carers are very supportive of the school. Typical was the comment: 'We are delighted with the school and in particular the individual support children are given in their learning and development.'

Pupils achieve well because of good teaching and an increasingly creative curriculum made stimulating and fun, so that pupils enjoy school and are eager to learn. Pupils make good progress in their personal development as well as academically. Most year groups enter Nursery with knowledge and skills below those expected for their age. Provision for the Early Years Foundation Stage is satisfactory. Children make progress that is at least satisfactory in all areas of learning and particularly good in personal, social and emotional development. Progress is good in Key Stages 1 and 2, and in the current Year 4 attainment is in line with age-related expectations. Positive steps are being taken to improve pupils' performance in writing and mathematics across the school, although this remains work in progress. Teachers recognise the need for a stronger emphasis on developing pupils' extended writing skills and problem-solving skills in mathematics. The school's tracking and the inspection evidence indicates all pupils are on course to reach or exceed their challenging targets.

Teachers establish good relationships with their pupils and use a range of methods to promote productive learning. Questioning is used effectively to check pupils' understanding. In the main, assessment is used well to plan teaching and match tasks to pupils' different abilities. Occasionally, tasks are not sufficiently challenging to extend all pupils, particularly the more-able. The curriculum is enriched with a good range of additional activities. Themed topics make clear links across different subjects and pupils' awareness of cultures and beliefs different from their own is improving as a result. The promotion of community cohesion is satisfactory and pupils develop a sound understanding of their school and local community for their age. Monitoring the outcomes of national and global initiatives is less well developed than for the school and local communities.

The headteacher provides good direction. With her staff, she has created a very positive school ethos for pupils to learn. Teamwork among the staff is strong. The governing body makes a valuable contribution to the school's effectiveness. Self-evaluation is accurate and so the school has a clear understanding of its performance, for example, the need to strengthen the role of the Foundation Stage leader of play a fuller part in monitoring and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

developing the area of responsibility. Leaders' successes in maintaining pupils' good achievement and personal development show the school's good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the proportion of good and better teaching to raise attainment and progress in writing and mathematics by:
 - embedding the use of the improved assessments to ensure that work is always matched to the different needs of all pupils
 - planning activities that challenge all learners, particularly more-able pupils.
- Rigorously monitor outcomes and provision in the Early Years Foundation Stage in order to clearly identify targets and actions for further improvement.
- Enhance the promotion and understanding of community cohesion by:
 - Providing clear opportunities for pupils to compare their lives with pupils in different parts of the United Kingdom and beyond, based on religion, ethnicity and social backgrounds
 - Adapt curriculum themes so that pupils' experiences of aspects of community cohesion are wider and more evenly spread across the school.

Outcomes for individuals and groups of pupils

2

Pupils achieve well from starting points that are generally low. Boys and girls from different groups all do equally well, regardless of their home language or their ethnic heritage. Standards have risen throughout the school and progress is good in most lessons.

Pupils listen attentively in lessons and work hard. They collaborate well with each other. Frequent opportunities, for extended writing across different subjects, and discussions about what they are doing, are beginning to make a difference and give pupils a firm basis of ideas for their writing. Pupils have satisfactory skills in information and communication technology and confidently use these to enhance their learning in other subjects. Pupils who have special educational needs and/or disabilities do well because they are given work that is matched to their needs. Their progress is enhanced by good support from teaching assistants who are skilled in challenging them to think about what they are doing, and draw a good balance between providing help when needed, while encouraging pupils to be as independent as possible.

Attendance, is now average and a previously high level of persistent absence has been reduced to be in line with the national average. Pupils are keen on exercise, joining in games energetically and with enthusiasm, and have a secure understanding of healthy eating. They benefit from the school's much enjoyed travel plan and the 'Golden Mile' challenge of track running. Pupils say this has greatly improved their fitness and stamina. Pupils grow, harvest and then cook a range of fruit and vegetables in the school's pupil garden and show good understanding of organic principles. Pupils feel safe in school and are completely confident that the adults will deal with any problems that arise. Relationships are very positive and pupils greatly value their friendships. Boys and girls

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

from all ethnic groups get on well and play and work together happily. They contribute well to the school community through the way they show care and respect for all, and in the way they willingly take on responsibilities, such as 'playground buddies' and 'road safety officers'. They willingly engage in recycling of various items, such as paper, fruit and vegetables. Pupils have worked in partnership with the Newmarket Joggers to organise a running event involving both children and adults to promote a healthy lifestyle and to raise money for Race For Life.

Pupils' spiritual, social and moral understanding is particularly strong. The school's grounds and the values placed on each individual enable pupils to reflect deeply on personal experiences. Their understanding of each other's cultural heritages is improving steadily, through learning Spanish for example, and their links with a school in Spain. The school has made a number of improvements in this area and continues to develop this work through curriculum modification for pupils; in order for them to have a strong sense of common values across different societies. Pupils' sound acquisition of basic skills prepares them satisfactorily for life in future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Learning is promoted well through attractive and stimulating displays of pupils' work and good-quality learning prompts. Teachers effectively share with pupils what they are expected to learn at the start of the lesson. Teachers' demonstrations, explanations and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

instructions are valuable and informative for pupils. Most teachers use questioning skilfully to challenge pupils' thinking and check their understanding. There are good opportunities for pupils to discuss their work through use of talking partners. Most pupils make good progress in lessons and enjoy their learning because teachers set tasks that are usually well suited to their abilities. However, teachers do not always make full use of the assessment information they have at their disposal to plan lessons that extend more-able pupils. Those who need additional support with language, literacy or numeracy receive good guidance from teaching assistants.

The curriculum promotes good academic progress and contributes well to pupils' personal outcomes. Good attention is given to developing reading, writing and mathematical skills. Initiatives, for example regular teaching of phonics to further develop pupils' literacy skills are well suited to their needs. The current investigative approach to mathematics is proving beneficial to pupils' learning. Clubs such as cheer leaders, football and gymnastics are enjoyed by the majority of pupils.

Care, guidance and support are central to the school's ethos. This is exemplified by the consistently good quality of care and support provided for all pupils, and particularly those in vulnerable circumstances. The well-organised, very safe and secure environment provided is recognised by pupils, parents and carers. Pupils who have special educational needs and/or disabilities are carefully assessed and the vigilant management of their support programmes ensures that they make good progress. There are effective procedures to foster good behaviour and the school works hard to promote full attendance. Pupils with emotional and behavioural difficulties are successfully supported in the nurture group. Productive partnerships have been formed with local partner schools.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The experienced headteacher provides good vision and educational leadership. Staff are hardworking and supportive of each other. They show a clear commitment to raising pupils' achievement, continuous improvement of the school and doing the very best for all pupils. The support staff are well managed and effective in their roles and this enables the headteacher and senior staff to concentrate on teaching, learning and the curriculum. Planning and action to improve the pupils' writing and assessment procedures have been successful. Leaders and managers are keen to further improve aspects of teaching.

The school's shared vision is communicated clearly to parents and carers who are very supportive of the school. They say that they really enjoy the weekly achievement assemblies. Parents are invited into school to support their child's learning, for example,

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

foundation stage drug awareness day and mathematics afternoon. The school works closely with the family learning programme to support parents and run a variety of courses in school, for example, 'keeping up with our children'. The governing body works closely with the headteacher and staff and many are well involved in the life of the school. They are supportive and provide constructive challenge in order to hold the school to account. All statutory requirements are met and suitable emphasis is placed on safeguarding. Policies and practice to protect and safeguard children are satisfactory. All staff are suitably trained in this area and safe practices are promoted through the curriculum.

Equality is promoted successfully and the staff fully ensure that all groups do as well as they can. The school satisfactorily promotes community cohesion; they understand that more needs to be done through the curriculum and are planning to further extend opportunities to increase pupils' knowledge and understanding of the international and wider global community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The quality of provision for children in the Early Years Foundation Stage is satisfactory. Relationships between adults and children are positive, with children feeling safe and secure. All areas of learning are catered for and pupils make satisfactory progress overall in relation to their starting points of below what is expected for their age, particularly in language and literacy skills. They enter Year 1 with the skills still below, particularly in reading and writing. Children enjoy working with adults on different tasks, but the impact of these tasks is limited because there is no common approach to teaching, for example, letter sounds and reading. This is partly due to the limited monitoring of provision and outcomes.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

During the inspection, inspectors observed children being highly motivated when taking part in outdoor learning. In this session, children developed a range of skills and enjoyed their learning a great deal. However, this is limited particularly for the Reception class. Additionally, some other activities lack the appropriate level of challenge and, as a result, some children wander from task to task, finding little to hold their attention.

The school leaders are aware of improvements to be made particularly for developing the leadership and management of Early Years Foundation Stage. They have a clear view of what needs to be achieved to strengthen its provision and outcomes, for example the improvement to provision by joining the outdoor area, and the learning environment and combine the Nursery and Reception into one Early Years Foundation Stage unit.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of parents who responded to the questionnaire is close to the average for primary schools. Most parents and carers, who responded to the questionnaire, expressed a high level of satisfaction with school's work and are happy with the experience it provides for their children. In particular, they appreciate that it keeps their children safe and helps them to have a healthy lifestyle. Parents whose children have moved from other schools are very positive in their comments about the school, having noticed a marked increase in their children's progress since joining this school. Inspection findings support parents' and carers' mainly positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Laureate Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	69	19	28	2	3	0	0
The school keeps my child safe	39	58	26	39	2	3	0	0
My school informs me about my child's progress	31	46	32	48	4	6	0	0
My child is making enough progress at this school	36	54	29	43	2	3	0	0
The teaching is good at this school	38	57	27	40	1	1	1	1
The school helps me to support my child's learning	30	45	33	49	3	4	0	0
The school helps my child to have a healthy lifestyle	27	40	37	55	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	39	33	49	5	7	0	0
The school meets my child's particular needs	29	43	34	51	2	3	0	0
The school deals effectively with unacceptable behaviour	28	42	32	48	4	6	1	1
The school takes account of my suggestions and concerns	23	34	37	55	5	7	1	1
The school is led and managed effectively	24	36	35	52	5	7	1	1
Overall, I am happy with my child's experience at this school	35	52	27	40	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 May 2011

Dear pupils

Inspection of Laureate Community Primary School Newmarket CB8 0AN

Thank you for making us welcome when we visited your school, especially to those of you who talked to an inspector and completed questionnaires sharing your views with us. We enjoyed our time with you and now I am writing to tell you what we found out about your school.

You go to a good school where pupils get on really well together and the staff care about you a great deal. You enjoy learning and say that you are very proud of your school. You behave well and make good progress. By the time you leave, you reach standards that are average and show improvements particularly in reading. I was especially impressed with how well you achieve and enjoy the rewards given in assemblies. I particularly enjoyed the gymnastics and cheer leaders dance by those of you in Years 3 and 4 in the hall. You learn a great deal about how to be healthy and take part in some very exciting activities.

The headteacher and governors are working hard to make things better for you. I have asked them to:

- ensure that you make the best possible progress in writing and mathematics and ask your teachers to plan their lessons really carefully so that the work is challenging and just right for you, not too easy and not too difficult.
- request that your school leaders take an active part in checking the work of Early Years Foundation Stage.
- ensure that leaders check and plan more activities to increase your understanding of different communities in the United Kingdom and the global world.

You can help by always trying very hard and making the most of all the opportunities the school provides for you

Yours sincerely

Raminder Arora

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.