

Launde Primary School

Inspection report

Unique Reference Number	120082
Local Authority	Leicestershire
Inspection number	367420
Inspection dates	12–13 May 2011
Reporting inspector	Lois Furness

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

Type of school	Primary
School category	Community
Age range of pupils	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	514
Appropriate authority	The governing body
Chair	Angie Hall
Headteacher	Inderjit Sandhu
Date of previous school inspection	12 September 2007
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Introduction

This inspection was carried out by four additional inspectors. Twenty-six lessons were visited and 17 teachers seen. Inspectors held meetings with members of the governing body, groups of pupils, leaders at all levels, the special educational needs coordinator and the Early Years Foundation Stage leader. The school improvement plan, safeguarding documentation, assessment records, planning documentation and the School Improvement Partner's reports were scrutinised, as was pupils' work in lessons and on display. In total, 203 parents' and carers' questionnaires were analysed and 150 pupil questionnaires were also considered. Staff questionnaires were not completed on this inspection.

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

- How well the school has accelerated the progress of the Year 3 cohort and thereby improved their attainment.
- Whether those pupils with special educational needs and/or disabilities, and the more able pupils in mathematics, made sufficient progress.
- The impact of the leadership's work on improving writing provision.
- The rigour of plans to improve the Early Years Foundation Stage.

Information about the school

In this well-above-average sized multicultural primary school approximately one half of pupils are of Asian British or Asian-Indian background. One fifth of pupils are of White British heritage, and the remaining 30% of the school population is made up of pupils from 13 different ethnic backgrounds. Eighty percent of pupils do not have English as their first language. The proportion of pupils who have special educational needs and/or disabilities is below average, although the proportion of those with a statement of special educational needs is broadly average. The number of pupils known to be eligible for free school meals is well below average. Provision for the Early Years Foundation Stage is provided in three Reception classes. The school has a number of externally accredited awards including Healthy Schools status and an International School award. The school is designated as a National Support School.

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?

1

The school's capacity for sustained improvement

1

Main findings

Launde Primary School provides an outstanding quality of education. The key to its success is the dynamic and forthright leadership of the headteacher, who is supported by an extremely effective leadership team. Together, they have created a culture in which pupils believe in themselves and have the motivation to do their very best. Pupils are very proud of their school, describing it as a place that is 'fun, interesting and where people are friendly'. They fully subscribe to the ethos of hard work, achievement and service to others. Good partnerships with parents and carers, as well as the excellent partnerships with outside agencies, greatly adds to the comprehensive and inclusive way in which the school develops pupils' learning.

This is a large school, but it has much of the family atmosphere of a small one. Key to this are the high quality of relationships and mutual respect, which results in exemplary attitudes and behaviour. This begins in the Early Years Foundation Stage, where children make good progress in their personal, social and emotional development. Pupils greatly enjoy their education because outstanding teaching ensures that the work they receive excites their curiosity and challenges them to learn. Consequently by the time pupils leave school in Year 5, attainment is high in English and mathematics. Whilst pupils who learn more quickly attain the higher levels expected in reading and in mathematics, fewer pupils attain the higher levels in writing. Senior leaders have taken action, for example by introducing regular focused group work, known as guided writing sessions. However these sessions have not yet had time to fully influence attainment and this practice is not yet consistent. Also the balance between the opportunities pupils have to record their ideas in narrative and non-narrative writing is not sufficient in some year groups. Despite this, there is some outstanding practice in the teaching of writing, but it has not been shared throughout the school. Outstanding marking is also evident, especially in Years 1, 4 and 5, and is highly influential in accelerating progress. Although good marking is noted in other year groups, it is not as effective in raising attainment and thereby improving pupils' progress.

Stringent monitoring of teaching and learning and the impact of actions taken, combined with an emphasis on accountability, leaves no room for complacency. It also ensures that self-evaluation is accurate and highly effective. Such rigour provides the school with an excellent capacity to improve further. This is demonstrated well by the many improvements made since it was judged outstanding at the time of its last inspection.

What does the school need to do to improve further?

- Increase the proportion of pupils attaining the higher levels in writing by:
 - giving all pupils weekly targeted guided writing sessions

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- ensuring pupils have regular opportunities to write both narrative and non-narrative texts
- sharing the outstanding practice in teaching, and in marking, with everyone throughout the school.

Outcomes for individuals and groups of pupils

1

Throughout the school teaching is at least good, and scrutiny of pupils' books and other work shows evidence of much that is outstanding, with the result that the vast majority of pupils are making exceptional progress. Achievement is outstanding with no significant difference between different groups of pupils. A wide range of teaching styles and activities sustains pupils' concentration and motivation and enables their application of skills. This was seen in a good Year 4 writing lesson as pupils wrote an introduction to a piece of writing. Good modelling of previously taught skills enabled pupils to use this knowledge to produce good quality written work. In an outstanding Year 1 lesson, good subject knowledge was used to inspire pupils to reflect on what was important to them. Very effective modelling of ideas enabled them to think about things that matter such as family, friends and religion. In a good Year 3 lesson, links with history provided the 'hook' to inspire pupils to write poems about Viking longboats. Pupils with special educational needs and/or disabilities make outstanding progress because of specifically targeted group work and the good support they receive in class.

Pupils thoroughly enjoy school and are very keen to learn. The spiritual, moral, social and cultural development of pupils is outstanding. Pupils from many different faiths and cultures form strong friendships. When asked about possible racism, pupils unanimously replied, 'no racism, we all get on well together here!' They have an excellent understanding of how to keep safe and feel very safe within school. Pupils behave very well, although sometimes a few younger pupils can be silly and thoughtless. On the other hand, pupils are always polite, courteous and interested in talking to visitors. Pupils have an excellent understanding of the need to keep healthy and this understanding is reflected in the school's acquisition of Healthy Schools status. They participate actively in sports clubs which include netball, football, cheer-leading and dance. Pupils make a good contribution to the school community, the local and worldwide community. Pupils say all children should have the right to be educated and are, therefore, sponsoring a child in Zambia. They are aware of the environmental needs of the community and make a positive contribution by saving energy through turning off lights, recycling and discouraging pollution. Attendance is above average and excellent social skills, as well as high attainment in literacy, numeracy and information and communication technology, means Year 5 pupils are more than ready for the next stage of their education.

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These are the grades for pupils' outcomes

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

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?

Teachers have excellent relationships with pupils. Consequently, pupils feel extremely confident in their learning and want to do their best. They start work very quickly because teachers are careful to ensure pupils understand what they should be doing and how to succeed. The needs of pupils with special educational needs and/or disabilities are extremely well catered for, as adults assess their progress accurately and are alert to their lack of understanding during lessons so they can quickly intervene. Other adults mainly support learning well, especially in the Early Years Foundation Stage. However, at times, teaching assistants are not used effectively enough and are not sufficiently involved during starts of lessons. Lesson planning is linked to current assessments of pupils' prior learning so that it consolidates, builds upon and extends learning for all pupils. Marking on the whole is of high quality. Most pupils understand in detail how to improve their work, but this is not consistent throughout the school.

The vibrant curriculum helps to explain pupils' very successful achievement. Activities are carefully planned to be relevant and to extend learning. Although the curriculum ensures more able pupils are challenged well in reading and mathematics, a high level of challenge is not as evident in writing activities. Enrichment is superb, both through after school activities, educational visits and visitors. During the inspection, whilst their peers were away on a one week residential in Devon, Year 5 pupils learnt 'circus skills'. This fun and immensely motivating activity very effectively promoted hand/eye coordination, improved

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their physical development and raised their self-esteem. Pupils could not wait to show their newly acquired skills to the rest of the school in the afternoon assembly.

Excellent identification and monitoring of pupils' special educational needs and/or disabilities leads to high quality support for individuals and their families that enables these pupils to make outstanding progress both academically and personally. Close liaison with a large number of outside agencies further extends the school's own support mechanisms. The before- and after- school clubs provide a useful resource for working parents and carers and the provision in these clubs is of a good quality.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school has built on the strengths in leadership and management that were evident at the time of the last inspection. The headteacher continues to drive improvement with great ambition for all pupils. The governing body and all staff are committed to providing the best possible quality of teaching and support in order to ensure outstanding achievement. Monitoring and evaluation is rigorous and any weaknesses in provision are quickly rectified. For example, in 2010, the Year 2 cohort did not attain as highly as in previous years. Targeted support has been given to these pupils, now in Year 3, and consequently attainment is rising. Also, too few pupils attained the higher levels in mathematics in the past but as a result of the work on improving problem solving skills, an improving picture is noted. The senior staff are a strong team and their skills are being developed systematically to broaden the leadership capacity further. The school has clear, manageable plans to tackle its well-judged priorities.

The governing body knows the school well. It provides both good support and challenge. However, it recognises that to be outstanding it needs to have more influence in determining the strategic direction of the school. All statutory requirements are fully met and the arrangements for safeguarding pupils follow recommended good practice. Partnership work is outstanding and, as a National Support School, leaders are highly committed to working in partnership with other local schools. This commitment has resulted in good collaborative professional development opportunities for staff. The school has a good relationship with the parents and carers of its pupils and they think highly of the school.

The promotion of equality of opportunity is first-rate because individual needs are known and, regardless of origin, faith or ability, pupils are given excellent opportunities to succeed. There is absolutely no tolerance of discrimination and the pupils play very happily and harmoniously together. Community cohesion is outstanding. Pupils have an excellent

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understanding of different communities within the school, the local community and more globally. Their appreciation of cultural and ethnic diversity is enhanced, for example, through their studies during 'world week' when pupils research other countries and explore other cultures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children join the Reception classes with skills and understanding that match the levels expected for their age. Progress in this key stage is good and on entry to Year 1, attainment is above average. Children enjoy their time in the Early Years Foundation Stage. They make good relationships with each other and, regardless of background or culture, play happily together. Behaviour is good. The use of assessment information is good and many interesting activities are available with a good emphasis on outdoor learning. However, children have too few quality resources to use in the outdoor area. They learn about the importance of keeping healthy and know to wash their hands before eating fruit at snack-time for example. Staff are enthusiastic and the welfare of children is at the heart what they do. However, at times there is too much adult intervention, for example during 'Rotation day.' This means some children become restless as a result of sitting and listening to an adult for too long a period of time. The Early Years Foundation Stage leader is very knowledgeable about what needs to be done to improve. Self-evaluation is outstanding. There is a strong team spirit and staff morale is high. Links with parents and carers are good. The 'Learning Journeys' provide an excellent record of children's learning to share with parents and carers.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

An above average number of parents and carers returned the Ofsted questionnaire. The table below shows that almost all who responded to the inspection questionnaire have a positive view of the school. All parents and carers agreed their children are kept safe and that the leadership and management of the school are effective. A very small minority felt the school did not listen to their concerns or suggestions. The inspection team found that pupils felt extremely safe within school and that leadership and management are outstanding. The school implements many actions in order to involve parents and carers in its work. These include an annual survey of parents' and carers' views, three meetings a year to discuss pupils' progress and parent governors and parent group members are regularly available to communicate with parents and carers if needed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Launde 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 205 completed questionnaires by the end of the on-site inspection. In total, there are 514 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	129	63	68	33	2	1	0	0
The school keeps my child safe	138	67	67	33	0	0	0	0
My school informs me about my child's progress	113	55	85	41	2	1	0	0
My child is making enough progress at this school	105	51	83	40	10	5	1	0
The teaching is good at this school	111	54	89	43	4	2	0	0
The school helps me to support my child's learning	96	47	95	46	8	4	0	0
The school helps my child to have a healthy lifestyle	104	51	91	44	7	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)	76	37	113	55	4	2	0	0
The school meets my child's particular needs	90	44	97	47	9	4	1	0
The school deals effectively with unacceptable behaviour	99	48	101	49	1	0	2	1
The school takes account of my suggestions and concerns	67	33	116	57	11	5	2	1
The school is led and managed effectively	118	58	86	42	0	0	1	0
Overall, I am happy with my child's experience at this school	131	64	70	34	3	1	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 Launde Primary School , Leicester , LE2 4LJ

I am writing on behalf of the inspection team to tell you we thoroughly enjoyed our recent visit to your school and to thank you all for your very warm welcome. It was a great pleasure for us to see how you take full advantage of all the exciting opportunities offered to you. We were also delighted to see how well you get on together and want to help each other. So after two days of looking at lessons and your work, reading lots of information and speaking with many of you, your teachers, governors and your parents and carers, we agree with you, your school is outstanding. Congratulations!

You get a good start to school life in the Reception classes. We think your behaviour is excellent and this is why you learn so well. It is very clear you all greatly enjoy school and think learning is fun. We saw this for ourselves, especially with those of you who were taught 'circus skills'. It was amazing that in such a short time you juggled balls, spun plates and managed other difficult manoeuvres. As well as learning physical skills, you make outstanding progress in English and mathematics, and by the end of Year 5 you attain standards that are much higher than those expected for your age. This is because the teaching in your school is outstanding.

Although those of you who learn more quickly than others attain highly in reading and mathematics, we think that more of you should attain the high levels in writing. Therefore we have asked the leaders of your school to put into place actions to help you to do this. One of the actions is to make sure marking helps you all to improve. So when teachers return your work, make sure you follow their advice carefully. If you are not sure what to do, then please ask your teachers, as I know they will help you.

Finally your school is outstanding because of the excellent work of your headteacher, and all adults who work in your school. Everyone, including governors want you to do your very best, and this is why they carefully check everything is right for you. Thanks again for your help and please keep on working as hard as you can

Yours sincerely

Lois Furness

Lead inspector

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