

Laughton All Saints CofE Primary School

High Street, Laughton En-le-Morthen, Sheffield, South Yorkshire, S25 1YF

Inspection dates 19–20 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All groups of pupils achieve well and make good progress from their starting points. Pupils eligible for the pupil premium funding are doing much better this year than in previous years.
- Children get off to a very good start in the Early Years Foundation Stage because adults teach well and expect a lot of pupils.
- The high proportion of disabled pupils and those with special educational needs make good progress due to the frequent extra help they are given. The most able pupils in older classes are being given more additional support this year and are now making better progress.
- Pupils are well taught, especially in reading in the younger classes and in writing throughout the school. The quality of teaching in mathematics has improved well this year.
- Relationships among pupils and with staff are excellent with the result that pupils enjoy school, act safely and behave well.
- The curriculum gives pupils a wide range of experiences and pupils' social, moral, spiritual and cultural development are a strength.
- Good leadership provided by the headteacher, the deputy headteacher and the governing body have ensured that teaching and pupils' achievement are improving. New additional funding is used wisely and to good effect.

It is not yet an outstanding school because

- Achievement in mathematics is not as strong as achievement in writing and reading.
- Pupils are not given sufficient time to improve their work in the light of teachers' marking.
- Too few opportunities are provided for pupils to further their mathematical understanding by using and applying their mathematics in other subjects.
- Some pupils are confused by the variety of methods used by staff in teaching pupils to solve mathematical problems. Their progress slows as a result.

Information about this inspection

- The inspector saw all class teachers teaching, observing four, mainly full lessons, including one lesson observed jointly with the deputy headteacher. In addition a number of shorter visits were made to lessons in the Early Years Foundation Stage and to see particular aspects such as the teaching of reading, physical education and pupils being taught individually or in small groups. A range of other school activities including playtimes, lunchtimes and an assembly were observed.
- Past and current work in Key Stage 1 and 2 classes was scrutinised and the inspector listened to some pupils reading.
- Meetings were held with school leaders and other staff, members of the governing body and with a representative of the local authority.
- Documents, including school development planning and reports showing the school's view of its own performance, safeguarding documents and policies and records relating to behaviour, safety and attendance were inspected. A range of information on the performance of the school in comparison with other schools nationally was also analysed.
- The views of 30 parents who completed the online questionnaire (Parent View) were analysed. Short discussions were held with 32 parents of a total of 40 children at the beginning of the second day of the inspection. The results of a recent school survey of parents' views held last December were also taken into account.
- The inspector received the views of staff through discussions and also through analysing nine responses to the inspection questionnaire. He received the views of pupils through both informal and pre-arranged discussions.

Inspection team

Roger Sadler, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than an average-sized primary school but is steadily growing. Year groups typically comprise around 14 pupils. Most pupils are White British and speak English as their main home language.
- An average proportion of pupils are known to be eligible for the pupil premium funding. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The proportion of disabled pupils and those with special educational needs supported through school action is well-above average. The proportion supported at school action plus or who have a statement of special educational needs is high.
- In 2013, the school met the government's current floor standards that set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- A breakfast club is available to all pupils daily.
- Half the classes have had staffing changes this year.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement, especially in mathematics by ensuring that:
 - throughout the school, when staff teach pupils to solve mathematical problems, they do so in a way that is not confusing to them
 - opportunities are provided so that pupils more frequently use and apply their mathematical learning in other subjects and in real-life situations
 - teachers expect pupils to improve their work in the light of teachers' marking in both mathematics and writing.

Inspection judgements

The achievement of pupils is good

- Each year children start school with widely varying levels of attainment, largely dependent on the proportion of disabled pupils or those with special educational needs. In most years, however, in view of the high proportion of disabled pupils or those with special educational needs, many more pupils than is typical start school with very limited skills, knowledge and understanding.
- In the Early Years Foundation Stage, staff work closely with parents and soon find out exactly what each child needs and then they tailor teaching so that each child learns quickly. By the end of Reception, children are not far behind national averages in all areas of learning. They do especially well in their personal development and behave very well. Reading is also a strength and good teaching of letters and sounds helps many children to read well in Reception.
- Although results in the Year 1 national screening tests in 2013 were lower than national results, by Year 2, due to good teaching, pupils are beginning to catch up with national averages. As they move into Year 3 and 4, almost all pupils, except those with quite severe learning difficulties are reading at the standard expected for their ages. Even though some disabled pupils and those with learning difficulties do not attain levels expected for their ages, they are doing well with their reading and making good progress. The extensive additional help in reading, individually or in small groups and better teaching of letters and sounds are helping pupils make better progress.
- In previous years, pupils have made much better progress in writing than in reading and mathematics. Progress in writing remains a strength. Last year, mathematics results dipped, to some extent due to the special educational needs of half the pupils in Year 6, but the school reviewed provision for mathematics and staff have worked well to ensure that pupils receive more help in mathematics than they did previously. As a result pupils' work and the school's accurate records show that pupils' achievement in mathematics is improving well.
- There is a wide gap of around a year and a half in the attainment in English and mathematics of pupils eligible for the pupil premium funding and other pupils in Year 2. The school is aware of this and has used its additional funding wisely to help these pupils do better. By Year 6, the difference in the attainment of these pupils, many of whom have special educational needs, and other pupils is much less. By Year 6 pupils eligible for the pupil premium funding do just as well as similar pupils in other schools in English and mathematics and are just over a term, rather than more than a year behind other pupils in the school. School records indicate that the gap is continuing to close as new additional support takes effect.
- The most able pupils are being given additional support and challenge this year, especially in Years 5 and 6, following the appointment of an additional part-time teacher. This is helping improve the achievement of these pupils. More Year 5 and Year 6 pupils are on track to reach the higher levels by the end of Year 6 than previously.
- Disabled pupils and those with special educational needs make good progress. The rates of progress of these pupils are improving, especially in mathematics, due to the extensive additional individual and small group support these pupils receive.

The quality of teaching is good

- School records and pupils' work show that the quality of teaching over time is good. Senior leaders are working well to ensure that disruptions to learning caused by the high level of staffing changes are kept to a minimum.
- From the time they start school children are expected to behave well, sit quietly and listen when an adult is talking. They are taught to take turns and put their hands up before answering a question. In Reception, children receive good quality teaching in small groups in literacy and mathematics each day. Twice each day they are taught to use the sounds that letters make to

help them read. As a result, they soon learn to concentrate well and they not only make good progress but also enjoy the secure and orderly atmosphere in school. Informal learning and learning through play also takes place throughout the day both in the classroom and outside.

- Behaviour is well managed throughout the school and pupils respond well to the clear, well-established routines that are continually reinforced by staff. The excellent relationships within the school help promote stress-free classrooms and pupils enjoy their learning and concentrate well.
- One reason why pupils do well in their writing is because they use writing extensively in other subjects and also because they are asked to write about things that really interest them. For example, pupils in Years 1 and 2 used some very good words to describe animals they had seen on a visit to a butterfly park the day before.
- Teachers do not plan for pupils to use and apply their mathematical learning in other subjects enough. Pupils are not given clear enough methods to help them tackle mathematical problems because staff have not agreed a common approach. Even though pupils' progress in mathematics is improving well, these factors slow their progress in some aspects of mathematics.
- Disabled pupils and those who have special educational needs are taught well by well-trained teaching assistants, sometimes in the classroom and sometimes in small groups outside the classroom. Staff show great patience and initiative in overcoming barriers to learning and finding just the right level of work for each pupil's individual needs and so these pupils progress well.
- The school development plan has, as one of its key targets, to improve the achievement of the most able pupils and these pupils are receiving more attention this year and benefiting from a higher level of challenge. The school is offering equal opportunity for all pupils to succeed, irrespective of their age and ability.
- Marking provides clear guidance to help pupils move on in their learning, but pupils are not asked to correct or improve their work in the light of teachers' comments often enough and this slows progress a little.

The behaviour and safety of pupils are good

- The behaviour of pupils is routinely good. Pupils arrive at school punctually and rates of attendance are above average. Attitudes to learning and to school in general are good. Many parents and almost all pupils say that behaviour is consistently good at school and that the good behaviour seen during the inspection was typical.
- Pupils behave well in the dining room, in assemblies and at playtime. The older pupils act maturely, are sociable and many are kind and considerate to each other and to younger pupils or those who have particular difficulties. Pupils behave well and enjoy their time in the daily breakfast club. Many older pupils enjoy being on the rota to help in the Early Years Foundation Stage class at lunchtimes.
- The school's work to keep pupils safe and secure is good. Pupils are taught to behave safely and to act with consideration for the safety of others. They are looked after well and kept safe in school. Child welfare issues are treated with great seriousness by senior leaders and other staff.
- Pupils show good understanding of how to use the internet safely. They have a clear understanding of what constitutes bullying in its various forms and say that bullying is very rare in their school but that any instances of bullying that come to light are dealt with by staff.
- Teaching assistants are especially skilled in helping pupils with social, emotional and behavioural special needs. Regular sessions for vulnerable pupils in the nurture provision helps them enjoy school, learn to relate well to other pupils and to make good progress.
- Pupils show good understanding of the ways of life and religions of other cultures in modern Britain and abroad.

The leadership and management are good

- The headteacher, deputy headteacher and governing body ensure that staff work together well to drive improvement. There is a strong desire among staff to ensure each pupil's personal and academic development. All pupils are respected as individuals.
- Senior leaders, with each teacher, review attainment and progress data regularly. Any pupil, or group of pupils who are not doing as well as they might are identified and appropriate action is taken to sort things out. Sometimes this means helping a teacher improve their work, or sometimes it may mean providing extra sessions for particular pupils. The effect of these actions is checked to make sure they are having the desired effect.
- These checks have resulted, for example, in more help being given to the most able pupils, to better teaching of letters and sounds for the younger pupils and a narrowing gap between the attainment of pupils eligible for the pupil premium and other pupils.
- Each subject has a designated leader and they carry out their roles well. They help other teachers teach their subjects better and also check that pupils are making good progress in their subjects.
- The school has good ways of helping teachers and teaching assistants do their jobs better. They are regularly observed and given clear feedback on their work and ways of improving are provided and follow-up checks are made. Sometimes, however, observation reports do not place enough emphasis on the progress made by different groups of pupils in the class. Whole-staff training focuses on appropriate issues and helps staff to continue to learn and to help each other learn.
- Teachers' targets to improve their work are linked to pupils' learning and the school development plan. Teachers' progression up the pay scale is used to reward good practice.
- Even though the local authority sees this school as a 'light touch school' it has provided useful training in the teaching of letters and sounds, and both the quality of teaching and pupils' progress has improved as a consequence of this. The school's partnership with other schools in the local area has done much to improve provision. For example, assessment is good because teachers work with teachers from other schools to check that they are assessing work accurately.
- The curriculum is modified well to meet the learning needs of each individual. Disabled pupils and those with special educational needs are particularly well catered for. This year greater attention has been paid to making sure that the most able pupils do their best. Pupils say that the things they learn are very interesting and they enjoy going on visits related to their learning. The curriculum to promote pupils' personal and spiritual, moral, cultural and social development is strong.
- Good use is being made of the government's additional primary sports funding. A close link with the local secondary school and a part-time specialist sports teacher have helped extend pupils' participation in sports and help pupils keep healthy. Pupils are very keen on recently introduced mat-ball sessions and extra coaching and winter athletics sessions at the local comprehensive school.
- **The governance of the school:**
 - The governing body is an experienced group and members use their individual expertise well to provide strong support and challenge to the school. They are ambitious to see the school improve further. Governors have an accurate understanding of the school's performance and know exactly which areas are most in need of improvement. Even though many governors are already adept at analysing data on the school's performance they have arranged update training on data analysis to ensure that they can carry out their role fully and well.
 - Governors are very good at making sure that new funding, such as pupil premium funding or primary sports funding, is used to good effect. They are in school regularly, working alongside leaders and teachers and are readily available to listen to any concerns that are raised.
 - Governors receive appropriate information about the management of teachers' performance and check that actions are taken by leaders to improve the quality of teaching.
 - Governors have checked and ensured that the school fully meets requirements for

safeguarding children, including relevant training. Policies are regularly reviewed to ensure that pupils are kept safe.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106394
Local authority	Rotherham
Inspection number	431369

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	The governing body
Chair	Wendy Olivant
Headteacher	Anita Burtoft
Date of previous school inspection	8 January 2009
Telephone number	01909 550531
Fax number	Not applicable
Email address	laughton-cofe.primary@rotherham.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

