

Inspection of Launde Primary School

New Street, Oadby, Leicester, Leicestershire LE2 4LJ

Inspection dates: 8 and 9 November 2023

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Requires improvement
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Launde Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

The headteacher of this school is Kathryn Priddey. This school is part of the of Scholars Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Samuel Coy, and overseen by a board of trustees, chaired by Sarah Richards.

What is it like to attend this school?

Pupils at Launde are responsible, kind and considerate. They listen carefully to their teachers during lessons. They enjoy the rewards they can receive for displaying positive behaviours. Pupils have a strong understanding of right and wrong. They set themselves high expectations for behaviour and conduct. Little learning time is lost.

All pupils are encouraged to participate in extra-curricular activities. Some pupils attend local and national sports clubs. Their successes are celebrated during assemblies. Pupils learn to listen to different viewpoints. They learn to express their views about things that are important to them, including how to improve their school. They know that these views will be heard and respected by all.

Pupils are happy and feel safe at school. They know that staff care about them. They understand that staff want them to do well in school and beyond. In reading and mathematics, this ambition is realised. However, in some subjects, including in the early years, the curriculum is not organised or delivered sufficiently well. Checks on how well pupils learn in these subjects are not precise enough. Pupils with special educational needs and/or disabilities (SEND) do not always get the right support.

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

The school, alongside the trust, has reviewed many of its policies, systems and routines. Expectations for the school's curriculum have been raised. New systems for behaviour are being implemented. The school has ensured that all staff are clear about their roles and responsibilities. These steps are helping to move the school forward. Most staff appreciate the positive changes. However, much of this work is in its infancy. As a result, it is too soon to judge the impact of these actions.

Pupils learn to read well. Teachers have received training to develop their understanding of how to deliver this aspect of the curriculum. Those pupils who need additional help to catch up receive bespoke, daily support.

Pupils do well in mathematics. This is because the school's curriculum in this subject is precise. It breaks down the exact knowledge that all pupils need to know. By the time pupils leave school, outcomes in this subject, and in reading, are strong. However, other subjects are less well considered. In some of these subjects, what pupils need to know and remember is not well considered. It does not help pupils, including those with SEND, to build up concepts, ideas and knowledge in a progressive manner.

In other subjects, pupils do not achieve as well. This is because the activities pupils are asked to complete do not help them to know more of the intended curriculum. Sometimes, misconceptions and errors are not addressed quickly. This does not help

teachers to have an accurate understanding of what pupils know and recall. It does not help to inform pupils' next steps.

Children in the early years develop secure relationships. They learn classroom routines well. The school has plans to ensure the outdoor area is further developed. However, the curriculum for the early years is not detailed enough. It does not actively support children who have gaps in their early development. Communication and language are not sufficiently prioritised for children.

High attendance is rightly prioritised by the school. Most pupils attend well. Further systems to ensure that parents and carers understand the importance of the children being punctual have been introduced recently.

Pupils enjoy the different roles and responsibilities they have in school. The school has adapted the curriculum to ensure that online safety is prioritised. Pupils learn about risks and dangers. For example, younger pupils learn about fire safety, and Year 6 pupils develop their understanding of safety during a visit to the 'Warning Zone' in Leicester. The school has introduced a new programme that supports pupils' mental health and well-being.

The trust has a secure understanding of the school's strengths and actions that need to be prioritised. Trustees and governors make regular checks on this work.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the knowledge that all pupils, including those with SEND, need to know and remember is not clear and precise. This is also the case for the curriculum in the early years. This does not help pupils to know more of the school's planned curriculum. The school must ensure that the whole curriculum is well sequenced and identifies the key knowledge that pupils must know and recall over time.
- In some subjects, the school's curriculum is not implemented with consistency. Misconceptions are not addressed quickly. Sometimes, pupils are not provided with activities that help them to know more of the curriculum. This hinders how well teachers can make checks on what pupils know and recall. It does not inform pupils' next steps in learning. The school must ensure that the whole-school curriculum is well implemented and that assessment is used precisely to inform pupils' next steps.
- Many new systems to improve the school have been recently implemented. However, they are not fully understood by all staff. They are yet to have the

intended impact. The school, alongside the trust, must ensure that all systems, routines and policies are embedded effectively and understood by all.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139751
Local authority	Leicestershire
Inspection number	10288346
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	630
Appropriate authority	Board of trustees
Chair of trust	Sarah Richards
CEO of the trust	Samuel Coy
Headteacher	Kathryn Priddey
Website	www.launde.leics.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Launde Primary School is part of the Scholars Academy Trust. The CEO of the trust took up the position in April 2023.
- Launde Primary School converted to become an academy in June 2013. When its predecessor school, Launde Primary School, was last inspected by Ofsted in May 2011, it was judged to be outstanding overall.
- The headteacher took up position in April 2022. The deputy headteacher was appointed in September 2022.
- The school uses one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgment about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors held meetings with the headteacher and other senior leaders, including leaders for attendance, behaviour, SEND and the early years.
- The lead inspector met with representatives of the trust, including the CEO. A meeting was also held with representatives of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, history, and art and design. For each deep dive, inspectors met with the curriculum leaders to consider planning documents. They visited lessons and spoke with pupils and teachers. Inspectors also sampled curriculum plans for religious education, computing and modern foreign languages.
- Inspectors observed pupils' behaviour in lessons and around the school, including at playtime and lunchtime. They met with multiple groups of pupils to discuss behaviour in school.
- Inspectors met with staff to discuss the school's curriculum, behaviour and teacher workload.
- Inspectors considered the responses to the online staff surveys and the responses to Ofsted Parent View. Views of parents were also considered while on site.

Inspection team

Shaheen Hussain, lead inspector	His Majesty's Inspector
Lynn Corner-Brown	Ofsted Inspector
Cat Thornton	Ofsted Inspector
Stuart Edmonds	Ofsted Inspector

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