

# Inspection of Laira Green Primary School

Bramley Road, Laira, Plymouth, Devon PL3 6BP

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Inspection dates: 29 to 30 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils at Laira Green model the school's values of 'be kind, be determined, be proud.' They are enthusiastic about their learning. They work hard and treat others respectfully. Children in Reception Year concentrate on tasks for sustained periods of time. They do not give up easily. They enjoy coming to school and most pupils attend regularly.

Leaders have established a culture where pupils feel they belong. Pupils know and respect the boundaries the school have put into place. Staff consistently remind pupils of the positive learning behaviours they expect. Pupils are rewarded for demonstrating these. However, a small minority of pupils find it difficult to meet these high expectations and can cause pockets of disruption. The school manage this effectively.

Pupils develop new talents and interests through the range of extra-curricular opportunities on offer. Many pupils attend lego, sewing, choir or taekwondo clubs, for example. Pupils can apply for leadership roles at the school. When successfully appointed, they set to work to make a difference at school and in the local community. For example, pupils on the school council raise money for good causes. Wildlife champions consider how to increase biodiversity in the school grounds.

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

Leaders have a strong moral purpose and are aspirational for pupils. Although published outcomes at the end of key stage 2 are lower than is typical nationally, the school has taken swift and appropriate action. Current pupils now follow an ambitious curriculum. Staff support pupils with special educational needs and/or disabilities (SEND) to follow the full curriculum. They find ways to capture their different achievements which are then shared with parents.

Subject leaders plan the curriculum to make it relevant and interesting. However, in some subjects, exactly what pupils need to know to be successful in their learning is not clearly defined. Pupils then find it difficult to build their knowledge and understanding over time. Teaching checks what pupils can do and what they remember. In some subjects, such as mathematics, pupils' misconceptions are identified and remedied quickly.

Children in Reception Year enjoy stimulating, themed areas, such as the 'under the sea' zone and a play construction site. Staff use areas such as these to extend opportunities for creativity beyond the classroom.

Pupils benefit from reading and being read to regularly in school. Children in Reception Year vote for their choice of books to enjoy as a class. They also have books which they re-visit across a term. Children learn these stories well and retell them in many ways. The library space is welcoming and used often by pupils.

Newly-appointed pupil librarians support staff in managing this space. They also provide their peers with book recommendations and share their enthusiasm for reading with others.

Staff receive appropriate training to teach the phonics curriculum. Pupils read books which are matched to the sounds they know. Where pupils struggle, staff quickly provide 'keep up' sessions so they do not fall behind their peers. Pupils practise their reading, applying their phonic knowledge, frequently.

Through the curriculum, pupils learn what makes a healthy relationship. They are wise to the potential dangers of being online. Pupils, in all year groups, understand what bullying means. They know to tell an adult if they hear inappropriate language or feel uncomfortable in a situation. Pupils are introduced to different beliefs and cultures. They know and accept that family units can look different.

Staff are highly motivated. They value the opportunities the school provides to develop their subject knowledge and teaching expertise. They are well supported to put this into practice. Recent professional development has supported staff to better support the needs of pupils in the classroom, for example. Leaders share plans with staff and seek their views. Governors understand their responsibilities for the wellbeing of staff. They check on staff regularly and consider ways to help them to manage their workload further.

## **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 subjects, the key knowledge that pupils need to learn is not broken down into sufficient detail. Therefore, pupils do not build a secure knowledge or deepen their understanding in these subjects. The school should ensure that the knowledge they want pupils to learn is planned precisely in all subjects.

## **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

<b>Unique reference number</b>	113278
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10288133
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	225
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Steve Baker
<b>Headteacher</b>	Claire Jones
<b>Website</b>	<a href="http://www.lairagreen.com">www.lairagreen.com</a>
<b>Dates of previous inspection</b>	28 and 29 January 2020, under section 5 of the Education Act 2005

## Information about this school

- A new headteacher joined the school in January 2023.
- The school does not use any alternative providers.

## 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 judgement 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.
- Inspectors held discussions with the headteacher, deputy headteacher, inclusion leader, subject leaders, members of the local governing body and the education advisor for the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors considered responses to the online survey for parents and carers, Ofsted Parent View, including free-text comments. Inspectors also considered responses to the staff survey and responses to the survey for pupils.

### **Inspection team**

Kelly Olive, lead inspector

His Majesty's Inspector

Matthew Shirley

Ofsted Inspector

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