



Laughton All Saints CofE Primary School

Inspection Report

Unique Reference Number 106934
LEA Rotherham
Inspection number 277663
Inspection dates 14 June 2006 to 15 June 2006
Reporting inspector Mr Ralph Higgs CfBT Lead Inspector

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

Type of school	Primary	School address	High Street
School category	Voluntary aided		Laughton en le Morthen
Age range of pupils	4 to 11		Sheffield, South Yorkshire S25 1YF
Gender of pupils	Mixed	Telephone number	01909 550531
Number on roll	86	Fax number	-
Appropriate authority	The governing body	Chair of governors	Mrs W Olivant
Date of previous inspection	9 October 2000	Headteacher	Mrs A Burtoft

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small Anglican primary school serves the village of Laughton en le Morthen, near Rotherham. Some year groups are very small and so pupils are taught in one Foundation Stage class and three mixed age classes in Key Stages 1 and 2. Their attainment on entry is usually well below average. Many more pupils than in most schools of this size have learning difficulties and/or disabilities. Almost all pupils are White British and come from a wide range of family circumstances. The school has had difficulties in recruiting new staff in recent years which have now been overcome.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This school provides a satisfactory education with several good features. It makes outstanding provision for pupils with learning difficulties and/or disabilities. Although leadership and management overall are satisfactory, the headteacher has provided good leadership through a difficult period of staffing instability. Parents greatly value the work of the school. The recent rise in standards and the satisfactory improvement since the last inspection show that the school can continue to improve. The school has an accurate view of its effectiveness. It provides satisfactory value for money.

The quality of provision in the Foundation Stage is good. Children make good progress, although few reach the national standards. Progress in Key Stage 1 is satisfactory. The small group of pupils in Year 2 is attaining as expected. Standards are rising in Key Stage 2 and are broadly average. Progress has been strong this year, particularly in Years 5 and 6, and represents satisfactory achievement given the pupils' starting points when they entered the key stage.

Pupils' personal development is good. They enjoy coming to school, which is shown by their good behaviour and positive attitudes. They know how to keep healthy, and feel safe and well looked after. Their attendance is good.

The quality of teaching and learning are satisfactory. The quality of teaching is good in the Foundation Stage. It is inconsistent in Key Stage 1. Good teaching in Key Stage 2 has enabled pupils to make satisfactory progress from a position of being well behind at the start of the year. Recent changes to assessment systems and target-setting are improving learning but have not yet had sufficient impact on standards and achievement. It is only recently that the school has begun to involve pupils in setting their targets and they do not yet have a sufficiently clear understanding of the steps to take to do better.

The curriculum is good, particularly as it is very successfully adapted for pupils with learning difficulties and/or disabilities. The quality of care, guidance and support is good with excellent support given to pupils with learning difficulties and/or disabilities. However, the monitoring of overall progress is satisfactory, as recent changes to increase the frequency of monitoring have not been fully introduced.

What the school should do to improve further

- Improve the quality of teaching in Key Stage 1 to a consistently good level.
- Ensure pupils have a good understanding of their own progress and how they can improve their work.
- Monitor pupils' overall progress more frequently to ensure they remain on track to reach their targets.

Achievement and standards

Grade: 3

Standards are broadly average, having recovered from a decline in the last two years and achievement is now satisfactory. The school has established a stable staffing situation after experiencing significant difficulties with recruitment. The new staff team is

working effectively to overcome the underachievement of recent years. Pupils are reaching targets that are challenging in comparison to previous national test results. Standards are well below average on entry to the school. Children make good progress in the Foundation Stage, although few attain the standards expected for their age. Improvement in their personal and social skills is particularly rapid. In Key Stage 1, most

pupils make satisfactory progress from their starting points. Standards here are low but

comparisons must be treated with caution as year groups are very small.

Progress in Key Stage 2 is satisfactory, as a result of good teaching and intensive additional support. Pupils in Years 5 and 6 have made good gains to catch up lost ground and most are achieving, and some exceeding, the targets expected from their earlier attainment. There is little difference between the progress of boys and girls. The

significant numbers of pupils with learning difficulties and/or disabilities engage very well

in work specifically tailored to their needs. Their achievement is very good and they are

exceptionally well integrated into the school.

Personal development and well-being

Grade: 2

The personal development of pupils is good. They mostly work enthusiastically and behave well. By Year 6, they have good work habits and the skills to prepare them well for their adult lives. Pupils' positive attitudes and enjoyment of school are reflected in good attendance and punctuality. As one older boy said, 'Lessons are never dull'. Their health awareness is good, and the many sporting activities in school ensure regular exercise. Pupils are alert to potential dangers that they may face.

Pupils' spiritual, moral, social and cultural development is good, fostered by the school's Christian ethos. A strong sense of community is evident and pupils are keen to help

towards running the school. Pupils who have significant learning difficulties are accepted fully into this community, which gives them the confidence to do their best.

Pupils help establish rules to guide their behaviour and cooperate well on group tasks. They learn to discuss personal views maturely from an early age using the skills gained in 'Philosophy for Children' sessions. Pupils respond well to the opportunities to learn about and contribute to the local and wider community. For example, older pupils readily help younger ones with their learning. They accept responsibility to help those in need and are rightly proud of their money raising efforts for worthwhile causes.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. A more settled staffing situation has enabled the school to re-establish common expectations for teaching based on the Primary National Strategy. This is realising good progress in most lessons but has not had sufficient impact to raise achievement above a satisfactory level. Instability in the Key Stage 1 class has held back these developments and learning here is not as good as elsewhere in the school.

The quality of teaching and learning in the Foundation Stage is good. Effectively planned activities cover all areas of learning with good emphasis on developing pupils' social skills and spoken English. In Key Stages 1 and 2, teachers plan lessons to suit all ages and ability levels. Lessons in Key Stage 2 have a good pace, and activities are interesting. The needs of pupils with learning difficulties and/or disabilities are very well met as they receive high levels of support from skilled teaching assistants.

Assessment is satisfactory. Detailed records are kept of progress in English and mathematics, and a new marking policy brings more consistency to the guidance pupils receive. There is some emerging good practice in target-setting and in helping pupils assess their own work. However, this is not firmly established, and pupils do not clearly understand how to improve.

Curriculum and other activities

Grade: 2

The curriculum is good. It is well planned, complies with national requirements, and meets pupils' needs well, especially the specific needs of pupils with learning difficulties and/or disabilities.

There is a strong emphasis on developing pupils' literacy, numeracy, and social skills from an early age. Lessons on personal development, and extra sports coaching ensure a good focus on staying safe and keeping healthy. The use of themes linking the teaching of some subjects motivates pupils by giving purpose to their work, and the school has plans to further extend this approach. Recent developments, such as the use of interactive whiteboards, have ensured information and communication

technology (ICT) provision is satisfactory and improving. The addition of French lessons for older pupils has enhanced provision.

A wide range of visitors and visits enrich learning. Good links with a specialist college have added to provision. For example, pupils in Years 5 and 6 enjoyed a series of science investigations led by a secondary teacher. Clubs and physical activities such as 'huff and puff' during breaks and after-school greatly extend opportunities for achievement, which pupils take part in eagerly.

Care, guidance and support

Grade: 2

Care, guidance and support are good, provided by a united and very caring staff team. The school makes excellent provision for pupils who have learning difficulties and/or disabilities. Pupils are helped to feel special and to try their best. This is why some individuals, who have not settled at other schools, find a home here. If they have problems, all pupils know they can approach the staff for support. Considerable efforts are made to involve parents in their child's learning. All health and safety regulations, including those for child protection, are fully observed.

Pupils' progress is closely tracked in reading, writing and mathematics, and this has helped raise standards this year. Recent changes allow more frequent monitoring of overall progress, but this practice has not yet been fully established. Pupils are set targets to help them improve but do not know their overall standards. The school knows individual pupils very well and they are well prepared for the next stage of their education.

Leadership and management

Grade: 3

Leadership and management are satisfactory and improving. The headteacher has led the school well through a difficult period, during which, senior and experienced staff left and problems with recruitment were encountered. She has maintained the school's positive, Christian ethos and ensured that everyone in the school's community is equally valued. Changes to the structure of the leadership have now brought fresh impetus to necessary improvements, particularly to aspects of teaching and learning, such as the emphasis on identifying clear learning objectives. However, some staff are new to their leadership roles and are still acquiring relevant skills. The new staff team are working together effectively to realise the school's aims. A strong feature is the close involvement of teaching assistants in this process of improvement.

A good, constructive partnership has been established with the governing body, which takes an active interest in school developments and holds the school to account. Self-evaluation is satisfactory and improving. The views of parents and pupils are canvassed but this process is not an established part of strategic planning. Senior leaders tackle weaknesses purposefully and fresh initiatives are just beginning to have the necessary impact on standards and achievement. Partnerships with external agencies are extensive and used productively to benefit the school.

The school is well managed and runs smoothly. Resources are sufficient and effectively deployed, particularly the use of teaching assistants to help raise standards and to provide support for vulnerable pupils. The budget is managed efficiently.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for the welcome you gave me during my recent visit. The information you provided helped me a great deal to understand your school. These are the main things I found during the inspection.

Your school provides you with a satisfactory and improving education, which has some good elements. The care and support the school provides is good, especially for those of you who need extra help with your learning. The school helps all pupils feel special and try their best. Although your headteacher, governors and staff are working hard to improve your education, a few things could be done even better.

I agree with you that school is enjoyable because lessons and out of school activities are interesting. Teachers carefully plan activities for you to learn, so you can improve your work and acquire useful skills. Your behaviour is good and you often work enthusiastically in lessons. You get on very well with one another and with adults, and are keen to take on responsibilities and support each other. This reflects a strong community spirit. You know how to keep safe in and out of school. Your knowledge of how to keep healthy is also good. I was also impressed by the interest you take in the wider world and your willingness to share your views.

You are making satisfactory progress now that the school has solved its staffing problems. However, your school could help you learn even better. Your teachers will be helping you more to understand your standards and progress, and keep a more frequent check on how well you are doing. The school will be trying to make all teaching as good as the best in the school.

Once again, thank you for talking to me and being helpful during the inspection.