



# Laughton Community Primary School

Inspection Report

**Unique Reference Number** 114404  
**LEA** East Sussex  
**Inspection number** 279379  
**Inspection dates** 28 June 2006 to 28 June 2006  
**Reporting inspector** Selwyn Ward AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Church Lane
<b>School category</b>	Community		Laughton
<b>Age range of pupils</b>	4 to 11		Lewes, East Sussex BN8 6AH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01323 811306
<b>Number on roll</b>	92	<b>Fax number</b>	01323 811906
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Jenny Sanders
<b>Date of previous inspection</b>	28 February 2000	<b>Headteacher</b>	Ms Joanna Munn

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 June 2006 - 28 June 2006	<b>Inspection number</b> 279379
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a small school where, apart from in the Reception Year, all pupils are taught in mixed-aged classes. Almost all the pupils are White British. Many come from socially advantaged homes. Children's skills and prior attainment vary from year to year. In most years, they are above average but this year, pupils were of broadly average attainment when they started school. The number of pupils with learning difficulties is low.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

This is an improving school that provides a satisfactory education for its pupils. It provides sound value for money. Children get off to a good start in the Foundation Stage. Good teaching and support mean that the children develop their skills well and almost all attain, and many exceed, the early learning goals expected for the end of the Reception Year. Although standards are above average in Years 1 to 6, pupils make only satisfactory progress in these years because teaching is satisfactory overall. As one otherwise very satisfied parent put it: 'Our child's full potential is not being developed consistently'. More able pupils, in particular, do not all do as well as they could because they are not always set challenging enough work. Standards in writing are lower than would be expected from pupils' other work. This is because opportunities are missed to develop pupils' writing and literacy skills in subjects other than English. Pupils have targets that help them focus on what they need to do to improve, but marking does not guide pupils sufficiently on how they can make their work better. The leadership and management of the school are good. They have an accurate picture of the school's strengths and weaknesses that broadly matches that of the inspectors. They have been successful in introducing a number of well-chosen initiatives designed to improve the quality of education and boost pupils' performance. Good monitoring and support have already had effect in raising the quality of teaching. School leaders have also been successful in establishing an environment where pupils are happy and feel well cared for and where they are keen to learn. These show that the school has good capacity for further improvement.

### What the school should do to improve further

- set consistently challenging work for more able pupils
- reinforce and extend writing and literacy skills when writing in subjects other than English
- ensure that all marking gives pupils clear guidance on what they need to do to improve their work.

## Achievement and standards

### Grade: 3

Achievement is satisfactory. The school sets appropriately challenging targets and pupils achieve them. Standards are consistently above average and pupils make steady and satisfactory progress in relation to their generally above average starting points thanks to recent improvements in the quality of teaching. The small number of pupils with learning difficulties do well because they benefit from good support in lessons. However, not all of the most able pupils make as much progress as they could because they are not always set challenging enough work.

Year 2 assessments show a similar picture of above average standards and satisfactory progress, although pupils do rather less well in writing than in reading and mathematics. The school has identified this and taken steps to increase the opportunities for pupils

to develop their writing skills throughout the school. These initiatives are very recent, however, and their impact is not yet evident from pupils' test results.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. They enjoy coming to school and are eager to participate in all aspects of school life. Pupils say they feel safe in school and are secure in knowing they can discuss problems with an adult. Attendance is above average and pupils arrive punctually. This illustrates their enthusiasm and enjoyment. Pupils enjoy taking responsibility. They offer and discuss opinions confidently and work well independently. Pupils behave well in lessons and around the school and they treat each other with respect. They adopt healthy and safe lifestyles and feel safe from bullying.

Pupils' moral and social development is good. They care for each other, small creatures and property. This underpins all their work. Pupils happily help each other, respect the school rules and work together well. They develop good basic skills, for example in information and communication technology, that help prepare them for their future economic well-being. Their spiritual development is satisfactory and they have increasing opportunities to reflect on their achievements. Pupils have a satisfactory understanding of different cultures and of life in modern Britain. Pupils are involved well in the community and the running of the school. The active school council has a positive influence on school life and attitudes. Pupils like being able to make a difference and know that staff listen to them. One pupil said, 'The teachers are friendly and helpful and are always willing to listen'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. There is evidence of steady improvement over the past year. This is because of improved monitoring by the headteacher along with effective support from the local authority. Teachers are increasing the level of challenge they give to pupils, but some still do not provide consistent challenge for the most able. This reduces these pupils' progress and achievement. However, teachers have a much better understanding than they used to of the range of abilities within their classes. They use this knowledge to plan more effectively. They ensure pupils work independently, within given time limits, and take responsibility for their own learning. Marking, though satisfactory, is inconsistent across the school. Much gives pupils insufficient guidance on what they need to do to improve. Although teachers have a good understanding of how their pupils are doing, they do not always make enough use of this assessment information to plan pupils' work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. The school teaches keeping safe, being healthy and risk awareness effectively through its personal, health, social education and citizenship programme. A suitably wide range of visits and visitors help to make learning enjoyable and relevant to everyday life. The 'focus' weeks, such as the recent Arts Week, help pupils to enjoy and use their learning practically. However, there are missed opportunities for pupils to develop and use what they have learnt in English when writing in other subjects. This impedes their progress and achievement. The school has rightly identified writing as an area for development and has introduced extra lessons to boost pupils' writing.

The school provides well for pupils who have learning difficulties. It ensures they make good progress towards their identified targets. A good range of extra-curricular activities enhances pupils' learning and increases their confidence. Pupils enjoy these and participation rates are high.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support is good. Pupils have trusting relationships with adults. These support learning and personal development very well. The pupils appreciate being secure and learning in a place free from bullying. They are clear and confident about whom they can turn to for help. Academic guidance is satisfactory. There are some good examples of target setting and analytical marking, but these are inconsistent across the school. The recent introduction of involving pupils in setting their own targets is helping them understand their needs. Children in the Foundation Stage are well supported. This gives them a good start to their full-time education.

Child protection procedures are good and all pupils are safeguarded well. The school has clear and effective arrangements for dealing with any possible racist or bullying incidents. Parents agree that the school cares well for its pupils.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Although standards are above average, the headteacher and deputy headteacher have not been complacent. They have been successful in creating a welcoming environment where pupils feel secure and want to learn and do well. Their school self-evaluation has identified that pupils are capable of doing even better, which is also the view of inspectors. Through careful monitoring, the school's leadership and management have identified areas of weakness, including of some teaching, and have made good use of local authority support to make the necessary improvements so that pupils now make steadier progress as they move through the school. Teachers with subject and other leadership responsibilities share the commitment to further raise standards. Performance data is carefully analysed

and individual pupils' progress is closely monitored to ensure that extra support is given if a pupil looks as if he or she may be at risk of underachieving. It is this that has contributed to the high proportion of pupils attaining the nationally expected level. Many of the improvements introduced by school leaders are quite recent, introduced only over the course of the past year, but they demonstrate that the school has a good capacity to move forward. Parents' and pupils' views are sought and acted upon. Their positive comments show that the school has maintained their confidence and their appreciation of the effectiveness of recent changes.

Governors have a good understanding of the school's strengths and weaknesses. They are supportive of the school and, over the past year, have become increasingly effective in providing constructive challenge to the headteacher and staff.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	2	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	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	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 all for making us so welcome and helping us when we visited your school.

Here are the things that we think are best about your school:

you enjoy school and are keen to learn

you behave well and you get on well with each other

your teachers look after you well and help you when you have problems

those of you in the Reception class make especially good progress

your headteacher knows what to do to make your school even better.

These are the things that we think could be better

you need to make sure you practise the literacy skills you learn in English when you are writing in other subjects

some of you are set work that is too easy for you

marking does not always tell you what you need to do to improve.

Thank you again for being so helpful and friendly when we came to see you.