

Launde Primary School

Inspection report

Unique Reference Number	120082
Local Authority	Leicestershire
Inspection number	313508
Inspection date	12 September 2007
Reporting inspector	Peter Callow

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

Type of school	Primary
School category	Community
Age range of pupils	4–10
Gender of pupils	Mixed
Number on roll	
School	487
Appropriate authority	The governing body
Chair	Dushyant Tanna
Headteacher	Inderjit Sandhu
Date of previous school inspection	2 February 2004
School address	New Street Oadby Leicester LE2 4LJ
Telephone number	01162 713899
Fax number	01162 710024

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: how well the school's leadership ensures that all pupils achieve as well as they can; the effectiveness of target setting in raising standards; the school's work to provide a more creative curriculum. Evidence was gathered from: discussions with the headteacher, senior leaders, governors, parents and pupils; lesson observations; scrutiny of pupils' work; analysis of assessment data; a review of the school's monitoring and evaluation records. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Pupils from a wide variety of different backgrounds and cultures attend this larger than average sized primary school. About one half come from Indian families and slightly more than this do not speak English as their first language. Nearly one third of all pupils attend from outside the catchment area. Standards on entry to the Foundation Stage vary considerably, but overall they are slightly below national expectations. They are not as good as they were at the time of the last inspection because an increasing number of pupils join the school with significant weaknesses in communication, language and literacy.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

At the time of its last inspection, Launde Primary was judged to be a very good school. As a result of the headteacher's continued drive for school improvement and the support and commitment of staff and governors, it is now outstanding. Leaders' qualities of high aspirations and lack of complacency are noteworthy. This has led to them being modest in their judgement about the school's overall effectiveness. It is these qualities, however, that ensure that the school has outstanding capacity to continue to improve even further.

Throughout the school, and particularly when they start in the Foundation Stage, children are extremely well supported in their language development. The staff take every opportunity to reinforce and extend their vocabulary, and this is one of the many characteristics of the excellent teaching throughout the school. This is a key reason why the achievement of all pupils, but particularly those whose first language is not English, is outstanding by the time they leave. At the end of the Foundation Stage standards are broadly average and by the end of Year 2 they are above average. When pupils leave the school at the end of Year 5 standards are well above those expected. Indeed, they are even well above the national average standards in reading and writing for pupils in the year above, Year 6. They are a little lower in mathematics, but are still similar to the average for Year 6.

The school has been working hard, and with some success, to bring standards in mathematics to the same very high level as those in reading and writing. One effective strategy that has been used is workshops for parents to help them understand how mathematics is taught and how they can support their children in their learning. The results of optional tests for pupils in Year 5 in 2007 showed a good improvement on the previous year. Through thorough and very accurate evaluation, leaders are aware that many pupils find greater difficulties with problem solving activities than other aspects of mathematics. As a result, one of the priorities for the coming year is to improve the teaching and learning of this particular aspect. A good start has been made by giving pupils in all year groups specific mathematics targets related to problem solving.

The greater use of assessment information by all leaders since the last inspection has been one of the key factors in standards continuing to rise. By tracking pupils' progress frequently and carefully, any underperformance is quickly identified and challenging targets are set. Effective support strategies are put in place where needed, with the result that the vast majority of pupils of all abilities, including those with learning difficulties and/or disabilities and the most able, make outstanding progress.

Assessment and the setting of targets is a strong element of the high quality teaching. They help teachers to plan lessons which build very effectively on the previous learning of pupils of different abilities and challenge them to do even better. There are some excellent examples of marking, which make an important contribution to letting pupils know how well they are doing and how they can improve their work. This is not quite as consistent as it might be in a few classes, especially in relation to pupils' handwriting. The school recognises that pupils could be much more involved in the assessment of their own work and has been systematically teaching them the skills to enable this to happen. There is still a little way to go, particularly so that pupils can be much more involved in setting themselves appropriate and challenging targets and taking greater responsibility for their own learning.

Another contributing factor to the continued improvement in pupils' standards and achievements, and to pupils' great enjoyment of school, has been a changing and very effective approach to the curriculum. Leaders and teachers have become much more creative, linking subjects such as history and geography under a theme to make learning more relevant and exciting. Performances involving dance, drama and music are often an important feature, helping to give all pupils, and particularly those with language or learning difficulties and/or disabilities, confidence and self-esteem. A wide range of visits and visitors are well integrated into themes, giving pupils lots of opportunities for practical work and first-hand experiences. As one pupil commented, 'When the Roman theatre group visited I was really inspired to find out more'. Pupils now have much more freedom within the curriculum to follow their own interests and as a result, they are becoming much more self-motivated in their learning. They are also being given greater opportunities to practise skills in literacy, mathematics and information and communication technology (ICT) across the curriculum.

There are not just high expectations for academic work. Launde Primary School also expects and achieves outstanding pupil behaviour and attitudes to their work and to each other. There is a tangible atmosphere within the school of tolerance and respect and a most positive work ethic. Great care and concern are shown for each individual child, which makes a huge impact on their personal development and well-being. Pupils say they feel very safe in school and have the confidence to talk to an adult if they have a problem. They are quick to add that if there is a rare case of bullying it is quickly and effectively dealt with. A lot has been done to promote an excellent understanding of how to live healthily and safely. For example, pupils talk with confidence about the importance of a balanced, healthy diet and the school council has had discussions with the cook about how school lunches can help pupils to achieve this.

Pupils greatly enjoy the responsibilities that they are given and they make a significant contribution to the smooth running of the school and the welfare of other pupils. Involvement in fund-raising activities both for the school and for charity is popular and enables pupils to make an outstanding contribution to the community, especially in supporting a child to attend school in Zambia. These sorts of activities, a major emphasis on developing pupils' independence, and high levels of skills in literacy, numeracy and ICT mean that pupils are extremely well prepared for the next stage in their education.

The overwhelming majority of parents speak very highly of the school, recognising its significant strengths. This feeling was well summed up by one parent who said, 'The school provides the best education that I could ask for'.

Effectiveness of the Foundation Stage

Grade: 1

At the time of the last inspection, the Foundation Stage was judged to have a small number of weaknesses. These have all been remedied because of strong leadership. Its effectiveness is now outstanding like the rest of the school. Children's knowledge and understanding of the world and their physical and creative development have been vastly improved as the result of the careful planning of a curriculum which is extremely well suited to the needs of young learners. There is a far greater emphasis on creative and child-initiated activities, with children being able to practise and develop the new skills that they have been taught. For example, children were observed playing outside in the water with tubes and plastic spiders, set up in order to develop their understanding and use of language, such as 'below' and 'under'. Outstanding teaching, with a strong emphasis on developing children's language, social skills

and independence in a happy, caring and stimulating environment, ensures that the majority make outstanding progress.

What the school should do to improve further

- Help pupils to develop greater skills of self-assessment so that they can take more responsibility for setting their own targets.
- Provide more opportunities for problem-solving activities in mathematics and for practising the skills learned in these activities, in other areas of the curriculum.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

13 September 2007

Dear Pupils

Inspection of Launde Primary School, Oadby, Leicester, LE2 4LJ

Thank you for welcoming me to your school recently. You were very helpful in answering all my questions and were keen to tell me how much you enjoy going to Launde Primary and what makes it special. You go to an outstanding school where each one of you is cared for and taught extremely well and where you are expected to give of your best. The vast majority of you rise to the challenges given, make excellent progress and reach very high standards in your work. One of you said, 'There are a lot of nice people and you get to learn a lot'. Those of you who have learned English as another language achieve particularly well.

These are all important things, but equally your behaviour is outstanding. You are polite and helpful and show a great deal of respect for one another and the adults that you work with. This means that your school is a happy place in which to learn and where you are growing up to be confident and responsible young people. Increasingly your lessons are becoming more interesting and many of you told me how much practical activities, visits and visitors contribute to your great enjoyment of school.

One of the main reasons why your school has continued to improve since it was last inspected is because all the adults work well together as a team with excellent leadership from the headteacher. She is supported well by other leaders, including the governors. Although they have worked hard to make it outstanding they are committed to continuing to make your school even better. Together we have decided that:

- your teachers need to help you to learn how to assess your work more carefully so that you can begin to set your own targets for improvement
- you should be given more opportunities for problem-solving activities in mathematics and to practise the skills you have learned in these activities in other subjects.

I am confident that, with the excellent attitudes you have to your work, you will try your hardest to help bring about these improvements.

Yours faithfully

Peter Callow Lead Inspector

Annex B



13 September 2007

Dear Pupils

**Inspection of Launde Primary School, Oadby, Leicester,
LE2 4LJ**

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Peter Callow
Lead Inspector