

# Laureate Community Primary School

Inspection report

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<b>Unique Reference Number</b>	124545
<b>Local Authority</b>	SUFFOLK LA
<b>Inspection number</b>	314957
<b>Inspection dates</b>	12–13 November 2007
<b>Reporting inspector</b>	John Paull

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	144
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr C Barker
<b>Headteacher</b>	Mrs O Millington
<b>Date of previous school inspection</b>	10 December 2003
<b>School address</b>	Exning Road Newmarket Suffolk CB8 0AN
<b>Telephone number</b>	01638 663927
<b>Fax number</b>	01638 663927

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Laureate is smaller than most other primary schools. It has its own 39 place Nursery. Most pupils are from White British backgrounds, although there are several American pupils from a nearby airbase. Of the small number of pupils from minority ethnic groups some speak English as an additional language. The percentage of pupils with learning difficulties and disabilities is well above average. The number known to be eligible for a free school meal is about average.

Evidence exists, however, to suggest that the figure does not accurately reflect the economic circumstances of pupils' backgrounds. Attainment on entry ranges widely, although it is well below average overall. Many pupils enter further up the school or move away before they reach the final year (Year 4), causing relatively high mobility from time to time.

The school has received the Activemark for its provision of physical activities and a Football Association Charter Mark. Healthy Schools and Investors in People awards were achieved in 2005.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Laureate Community Primary is a good school. Leadership, management and governance are good. As a result, performance is effectively, if rather modestly, evaluated and careful checks are made to ensure that teaching matches pupils' needs successfully. Capacity to ensure further improvement is therefore also strong. Many pupils enter the school with attainment at lower levels than are usually found. A large percentage is identified as having learning difficulties and disabilities. The management, deployment and training of staff who work with these pupils are strengths of the school, so teachers and teaching assistants know precisely what to do to support them. Partnerships with outside agencies are also strong and expertise is sought, received and acted upon promptly. These strengths taken together mean that many pupils with learning difficulties make very good progress. For some of them, it is such that by the time they leave, they no longer need support and reach expected levels for their age. This strength contributes much to the broadly average standards in English, mathematics and science that pupils attain by the time they leave despite their often low starting points. Assessments in Year 2 also indicate broadly average standards although trends are upward and, in 2007, were slightly above average. At both key stages, performance in writing is not as advanced as in reading, mathematics and science. A focus on extending pupils' spoken vocabulary and its subsequent use in writing for different purposes has been introduced to improve the precision of pupils' written work. Bearing their starting points in mind, pupils' achievement is good, including that of children in the Nursery and Reception classes.

Personal development is good. Pupils work and play well together. They know much about staying safe and keeping healthy. When asked, nearly all of them agree that their school is a good, enjoyable place to be. Attendance is good, as is pupils' behaviour. Contributions to the community are excellent. Pupils are very willing to undertake any small tasks and jobs in their classrooms that help their teachers to run the day smoothly. A particularly strong feature is the contribution of 'playground buddies' who often take the initiative to improve harmony on the playground. If they see someone alone, they approach and, if appropriate, try to resolve any difficulty, sensibly passing it on to an adult when necessary. Pupils say that bullying is rare and that teachers intervene anyway when friends fall out. Pupils raise money for charities, take part in local civic competitions, perform shows during the year and sing in a choir at Christmas. Many of these activities help to enrich what is taught, ensuring a good curriculum. Sport also figures strongly. However, while art, design and technology, and music provide solid cultural development, modern Britain's multicultural nature is not sufficiently emphasised, so pupils do not fully appreciate its extent and importance. Strong care, support and guidance include careful assessment and tracking of progress that contributes to well-planned adaptations of lessons to meet individual pupils' needs. As a result, teaching and learning are also good. Good development of skills in literacy, numeracy, information and communication technology (ICT) and sociability means that pupils are well prepared for their future.

## Effectiveness of the Foundation Stage

### Grade: 2

Leadership of the Foundation Stage is good, which ensures good management of interesting activities so that children learn effectively. Good provision focuses on all required areas of learning, so good progress results across the whole curriculum and children achieve well. The Nursery and Reception classes are not ideally situated for ease of shared planning and continuity.

Similarly, while two outside areas exist, this arrangement is inefficient for resourcing. However, staff work hard and effectively to ensure that children are not disadvantaged, and well thought out plans exist to rectify the situation. Throughout their time in the Nursery and Reception classes, children of different backgrounds, ethnicity and ability, including those with learning difficulties, thrive both academically and socially, so achievement is good. Despite often low starting points, many reach normally expected goals for their age by entry to Year 1.

### **What the school should do to improve further**

- Maintain its focus on extending pupils' vocabulary, so as to raise standards in writing.
- Ensure that planning of what is taught contains a strong emphasis on the cultural diversity of modern Britain, so that pupils develop a full awareness of its extent and importance.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress through the school and, by Year 4, standards are broadly average in English, mathematics and science. This is achieved despite often low attainment on entry. Writing, however, is not as strong as reading, and is currently being focused on as an area where achievement can be improved. Pupils with learning difficulties and disabilities achieve well. Several attain the expected level for their age, making very good progress. Several reasons for this strong performance are apparent. These include precise support, often provided by good quality teaching assistants, and careful monitoring of effectiveness. Results of Year 2 national assessments are consistent with this picture, indicating broadly average standards. These also show that pupils' writing is not quite as strong as work in other subjects. Nevertheless, the trend is upward and, the 2007 results were a little above the national figure, as they were in reading and mathematics. The needs of pupils with English as an additional language are also met effectively, so their achievement is good, as is that of American pupils.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Pupils' work in and enjoyment of art and music are good. Nevertheless, their understanding of the extent and importance of different cultures in modern Britain is limited, because it is not sufficiently emphasised in lesson planning. Pupils enjoy school and establish good relationships with their teachers and with one another. Their willingness to assume responsibility is impressive. This is evident in, for example, their contribution to evaluating their own learning, the proactive approach of 'playground buddies' and the high number of volunteers to be considered for election to a new school council. It is also apparent in their exceptional and creative contribution to the local community. Activities include planning a wildlife area to encourage butterflies that are rare in Newmarket and contributing to 'Newmarket in Bloom'.

Attendance is good. Considerable work by staff, including secretarial assistants, has resulted in significant improvement.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good throughout the school. Relationships between adults and pupils are strong so that pupils are well motivated even when the work is hard for them. There are strong partnerships between teachers and teaching assistants who make an invaluable contribution to pupils' learning, especially for those who find learning difficult. Teachers make good use of assessments of pupils' progress to meet differing needs within their class. They maintain a skilful balance of high but realistic expectations. In the few lessons that do not quite match up to these strong standards, it is usually because activities might have been too rushed or alternatively because some pupils have lost concentration for a few moments.

### Curriculum and other activities

#### Grade: 2

Teachers provide a good variety of enjoyable activities to ensure pupils make good progress. Strong personal, social and health education helps pupils to feel safe and secure. Special activity days at the end of topics, such as the recent 'Greek Day' add enjoyment for pupils and bring various subjects together in a fun way, for example, through dressing up. Effective programmes are offered to meet very specific learning needs, such as a playground nurture group, anger management sessions or 'talking and drawing' sessions. Initiatives such as these contribute to ensuring that all pupils are ready to learn, overcome difficulties and make good progress.

Friday afternoon 'together times' provide stimulating enrichment activities where pupils avidly pursue their interests. These sessions demonstrate the school's highly responsive approach to addressing the social needs of those pupils who join the school later than usual. However, the impact of other cultures and their importance is not fully embedded in planning across all subjects. Planning for ICT shows remarkable improvement since the last inspection.

### Care, guidance and support

#### Grade: 2

Messages to pupils about making the 'right choices', taking responsibility for themselves and others, and mutual respect are part of everything that the staff provides. This contributes enormously to pupils' confidence and good personal development. Arrangements for safeguarding pupils are robust. Exemplary partnerships with a variety of professionals and community organisations outside the school make a very positive contribution to the progress of pupils who find learning difficult.

Academic guidance is good. Teachers share learning intentions with pupils and help them to recognise how well they are doing. For example, when a pupil writes on a piece of work, 'I think I am amber', they are using the school system to indicate that they have begun to grasp an idea but need to consolidate it. Procedures for setting pupils' targets are good, although the way that they are shared with pupils varies in effectiveness from class to class.

## Leadership and management

### Grade: 2

Monitoring and evaluation of the quality of education and standards are carried out frequently and effectively. The headteacher, deputy headteacher and governors know their school well. As a result, teachers' individual strengths are well known and deployed in key areas. In this way, effectiveness is maximised. Provision for vulnerable pupils and for those with learning difficulties is very well managed. For example, before action is taken a baseline assessment is routinely made, so the effectiveness of any new resources used or interventions made can be checked. Senior staff acknowledge that further development of coordination teams is required to ensure consistent procedures for evaluating and improving some subjects. Nevertheless, much successful work has already been carried out and the capacity to achieve this next step is good. The school provides good value for money.

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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?	2
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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	2

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

14 November 2007

Dear Children,

Inspection of Laureate Community Primary School, Newmarket CB8 0AN

Thank you for being so helpful and polite when we visited your school. We enjoyed speaking to you and seeing your work. We particularly liked our working lunch with the playground buddies. We think they do a very good job and we hope that you will carry on supporting them as well as you do. They told us that they believe Laureate is a good school, because the teachers are good and care for you well. We agree with them and we think that, by the time you leave in Year 4, your work is at about the level that is expected across the country.

Here are some more things that we like about your school

- You work hard and make good progress.
- You behave well and get on with each other sensibly.
- You do a lot to help the school run smoothly and you are also thoughtful towards people outside school, raising money for charity and taking part in events like 'Newmarket in Bloom'.
- Your teachers and teaching assistants are very good at helping those of you who find learning hard.
- Your headteacher, deputy headteacher and governors manage the school well.

Here are the things we have asked your headteacher, teachers and governors to do

- Help you to learn lots of new words that you will be able to use in your writing. You can help a lot yourselves by learning these words and their meanings.
- Help you to understand better that our country is very rich in ideas and people whose roots can be found all over the world.

We hope that you will always enjoy your school and continue to be proud of it. We wish you success for the future.

Yours sincerely,

John W. Paull

Lead inspector