

Laughton All Saints CofE Primary School

Inspection report

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| Unique Reference Number | 106934 |
| Local Authority | Rotherham |
| Inspection number | 324490 |
| Inspection dates | 8–9 January 2009 |
| Reporting inspector | Jane Hughes |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 79 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mrs W Olivant |
| Headteacher | Mrs A Burtoft |
| Date of previous school inspection | 14 June 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | High Street Laughton en le Morthen Sheffield South Yorkshire S25 1YF |

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|--------------------------|------------------|
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small school draws pupils from a wide geographical area and from a variety of social and economic backgrounds. Many pupils with learning difficulties and/or disabilities travel considerable distances to attend the school. A smaller than average proportion of pupils is eligible for free school meals or has a heritage other than White British. The proportion of pupils with learning difficulties and/or disabilities is more than double the average. Year groups are very small, varying between four and 16. The school offers Early Years Foundation Stage (EYFS) provision for Reception age children only. There is extended provision for pupils through the school's own breakfast and after school clubs. The school has the Healthy School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. Tenacious leadership and management ensure that pupils' personal development and the quality of care, guidance and support they enjoy are excellent, while provision for the large proportion of pupils with learning difficulties and/or disabilities continues to be of the highest quality and a key strength of the school. The school lives up to its philosophy that, 'At Laughton All Saints, every child is special'. Close ties with the local church help pupils learn to value the community in which they live and learn as they provide first hand help with regeneration, environmental and other community projects. This clear focus on community cohesion spreads far beyond the locality.

Knowledgeable teachers and skilled teaching assistants pride themselves on their effective teamwork and these qualities ensure that pupils make good progress overall. They enter the school with skills below, and often well below, those expected for their age. Pupils achieve well throughout the school so that standards are broadly average by Year 6 in English, mathematics and science. Pupils with significant learning difficulties and/or disabilities make excellent progress from very low starting points, due to the effective personalised learning programmes they follow. Standards in writing for pupils of all ages are not as strong as in other subjects.

Good quality teaching in most lessons enables pupils to do well and to develop effective learning habits that stand them in good stead for the future. In particular, through the good curriculum they make effective use of information and communication technology (ICT) and practise these skills in many subjects. Pupils enjoy school hugely and as they mature they become communicative, confident and trustworthy members, quick to take responsibility. Low pupil numbers, coupled with mixed age classes, ensure that all pupils readily make friends and support one another. Pupils have a strongly developed understanding of how to stay healthy and safe. They eat nutritious meals and join in physical activities with gusto. Pupils develop into kind and caring citizens who are increasingly aware of life beyond the school family.

All staff and governors share responsibility for the school's improvement. This relates directly to the excellent direction that the headteacher and other senior staff provide. Through effective checking procedures and systems to track pupils' progress, the school has a broadly accurate view of its own performance. This ensures that the correct priorities for improvement top the agenda for change. Governors take a hands-on role in the life of the school and provide knowledgeable support and challenge. Parents rightly compliment the school at almost every turn for the high quality care, guidance and support their children enjoy. Parents typically comment that, 'The school's caring ethos is perfect for both the academic and emotional development of our child'. In its turn, the leadership is consultative and offers parents the opportunity to attend a regular 'Community Caf,' in order to learn more about school life and increase parental involvement. Parents also access class discussion forums, look at children's work and confirm school-based events using the school's Virtual Learning Environment (VLE). The school's keen focus on continued improvement since the last inspection demonstrates its good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

There is a strong induction programme for Reception children as the school gleanes detailed information from other pre-school providers, out-of-school clubs and parents about each child.

Children settle quickly into routines as a result of effective leadership and management and skilful early years' practitioners. Adults help children to achieve well in all six areas of learning in relation to their starting points, which are usually below or well below those expected for their age, particularly their communication and language skills. Even so, by the time they leave Reception, fewer children than average are working securely within the levels expected for their age, especially in the writing element of communication, language and literacy. Their reading and physical skills develop well. Young children blossom under the nurturing direction of the staff. In some activities, adults encourage children to become increasingly independent, such as when they wash up painting equipment or dress and undress themselves. Occasionally, adults do too much for children and this restricts their independence. Staff meet the requirements of the EYFS and compile evidence to illustrate children's good achievement. Parents receive regular updates on their children's progress from key workers and appreciate the high quality care their children receive.

What the school should do to improve further

- Raise standards in writing across the school.
- Develop opportunities for children in the EYFS to increase their independence outside and indoors.

Achievement and standards

Grade: 2

Pupils continue to achieve well throughout the school, following their good start in Reception. Detailed tracking allows the school to individualise pupils' learning and, as a result, they make better progress now than at the time of the last inspection. Standards vary from year to year, partly due to the small numbers of pupils in each year group and partly in direct correlation to the proportion of pupils with acute learning difficulties and/or disabilities. The school very successfully integrates these pupils into school. Standards in Year 2 are well below average in reading, writing and mathematics, but show improvement. Standards in Year 6 are average and lower in writing than they are in reading, mathematics and science. Pupils with learning difficulties and/or disabilities achieve outstandingly because the school carefully meets their individual needs and delivers bespoke learning programmes that help them to increase in confidence and academic performance. The school enjoys an increasingly strong reputation locally for the excellent work it consistently achieves in this area and, increasingly, more pupils join year groups outside of the normal times.

Personal development and well-being

Grade: 1

Pupils understand very clearly the high expectations adults place on them. They respond extremely well and conduct themselves with an impressive degree of self-discipline. The school functions as a highly sociable family and pupils agree that, 'It's peaceful here and we all just get along'. Older pupils readily accept responsibility as, for example, when they look after the needs of younger or less able pupils in the school. They learn well from one another and, through discussion, have a good understanding of the impact of illness or misfortune on the lives of their peers and offer high levels of sensitive support while still including these pupils in their everyday games and lives. There is outstanding spiritual, moral, social and cultural development among pupils who are caring, curious, reliable, responsible and strong future citizens. They behave beautifully and make excellent contributions that impact beyond the school community

on wider and global communities through participation in regeneration projects. Even so, the school recognises that more remains to be done to raise pupils' awareness of diversity in Britain. As well as running the school council and environmental ranger activities, pupils show a well-developed awareness of the needs of children on the other side of the world as they fund-raise for sponsorship to improve the lives of Ugandan children and families. These opportunities help them to develop the organisational and personal skills very useful in the world of work. Pupils speak with enthusiasm of the visits from people from different cultures and what they learn together. They have a strong understanding of the local coal mining heritage, join in with bell ringing and play an active part in local life. Pupils attend well. Only the unavoidably frequent absences of a few pupils with extenuating medical or other special needs reduce the school's otherwise good attendance figures.

Quality of provision

Teaching and learning

Grade: 2

Pupils learn well and develop a keen interest in the increasingly practical lessons teachers prepare for them. Pupils say they 'Get a good education with fun activities'. Warm relationships between adults and pupils underpin the work of the school. Pupils are quick to settle in lessons and listen carefully to teachers. Staff ensure that work matches pupils' needs well. Occasionally, the pace of learning drops for some pupils who, when working independently, complete work that does not offer sufficient challenge, or conversely is pitched at too high a level for them to succeed. All adults, including highly effective teaching assistants, develop the skills of pupils with learning difficulties and/or disabilities exceptionally well. They provide just the right levels of support through programmes that carefully meet pupils' individual needs and coax them to the next stage of learning. For example, pupils practised compiling simple sentences with one-to-one support and highly effective learning resources which were colour coded to help them instantly recognise the different parts of a sentence. Where appropriate, staff set work for pupils who are unwell at home. The school's VLE allows parents and pupils to look at work together at home and this supports the good progress pupils make in school through increased parental involvement. Specialist teaching from outside partners in science, technology and physical education enriches learning for pupils. They particularly enjoy visits to the local secondary school where they participate in a range of practical and investigative activities.

Curriculum and other activities

Grade: 2

The school provides an increasingly practical curriculum that matches pupils' needs well and continues to develop. Role play and writing areas in each classroom stimulate pupils' creative and other interests, although some are more effective than others. Pupils enjoy using ICT in lessons to research their work and then see some of it on display on the school's VLE. Links with different cultures raise pupils' awareness of faiths and traditions around the world. Staff ensure that pupils with different heritages share their beliefs in school and this enriches the curriculum, sometimes through dance, food tasting and music. French is well embedded throughout the school and pupils gain a clear insight into a different European culture. The school makes good provision for pupils to engage in a variety of activities at lunchtimes and after school. Pupils confirm how much they enjoy these. Popular, themed activity days enable pupils to work in mixed age groups from Reception to Year 6. 'Philosophy for Children' is another favourite, and helps pupils to understand the importance of justice and fairness. Strong

partnerships within the parish and with other schools and colleges encourage pupils to help to improve the quality of life in the immediate vicinity and in countries across the globe, such as Uganda.

Care, guidance and support

Grade: 1

Pupils flourish and feel safe here, whatever their individual needs, as a direct result of the outstanding care, guidance and support they enjoy. Pupils typically remark that the school is, 'A kind and happy place to be', and along with their parents appreciate the warmth of the guidance and support they receive. The school ensures that all the appropriate procedures are in place to safeguard pupils and to promote their health and safety. Support for pupils with learning difficulties and/or disabilities is of the highest quality, including very effective liaison with outside specialists and support agencies. This ensures that all groups of pupils participate enthusiastically in every aspect of school life and imbues them with a very positive, 'can do', approach to learning. First class systems to track pupils' progress help staff to individualise pupils' learning particularly well and so readily identify pupils' next steps. Pupils are clear about their targets and teachers provide succinct feedback about how pupils can improve their work.

Leadership and management

Grade: 2

The school continues to improve due to the resolve of the headteacher, other senior leaders and the chair of governors. Together, they unify this small staff team which works with dedication to support the needs of each pupil as well as the well-being of their families. Leaders project a clear focus on raising standards and pupils' achievements. The whole school operates smoothly day to day thanks to conscientious practice by all members of staff. Astute appointments ensure that new staff quickly find their place within the team. Leaders embrace opportunities for pupils to contribute to the needs of local, national and international communities. Concise development plans help staff to strive to reach the identified priorities that promote pupils' improving skills year on year. Governors provide knowledgeable support for the school. They challenge the school's performance and contribute to its academic, financial and pastoral successes, ensuring that the school continues to provide good value for money.

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Annex A

Inspection judgements

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| 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

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| 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? | 1 |
| The capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

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| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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| How well do learners achieve? | 2 |
| The standards ¹ 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/or disabilities make progress | 1 |

¹Grade 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.

Personal development and well-being

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|---|---|
| How good are 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 |
| The extent to which 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 | 2 |

The quality of provision

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|--|---|
| How effective are teaching and learning in meeting the full range of 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? | 1 |

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| 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 | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 1 |
| How well does the school contribute to community cohesion? | 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 |

Annex B**Text from letter to pupils explaining the findings of the inspection**

I thoroughly enjoyed spending time in your school and listening to your views. It was a pleasure to meet you and to share lunch with some of you. Everyone I spoke to said how much they enjoy school. This is very clear in the way you all behave so beautifully and make the most of your lessons.

I agree with you, your parents and teachers that your school is good. Some things are first class! You do well here because you work hard and follow the examples set by all the adults who teach you well and keep you interested in lessons. You show every sign of being excellent citizens of the future, keen to help each other and the wider community, both locally and across the world. Adults in school take very good care of you and make sure you all feel happy and safe. Those of you who need special help do really, really well because there is just the right level of support for all of you and the adults understand exactly how to help you best. There are really good systems to keep track of how all of you do so teachers can make sure you are always working hard! You are able to visit the secondary school to use equipment and work with staff there on interesting projects. This helps with your work and also makes it easier to fit in when you move on from this school.

One part of my job is to work out how your school could do better. I have asked your headteacher and governors to help all of you to reach higher standards in your writing. I have also asked them to make sure children in Reception can learn to be more independent.

Thank you again for your warm welcome. Carry on enjoying school and keep trying your best, especially with your writing!