

# Laughton Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	106882
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	336760
<b>Inspection dates</b>	17–18 May 2010
<b>Reporting inspector</b>	Andrew Clark

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	165
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Helen Sadler
<b>Headteacher</b>	Mrs Caroline Keating
<b>Date of previous school inspection</b>	7 March 2007
<b>School address</b>	School Road Laughton-En-le-Morthen Sheffield S25 1YP
<b>Telephone number</b>	01909 550477
<b>Fax number</b>	0
<b>Email address</b>	laughton.junior-infant@rotherham.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed seven teachers. The inspectors held meetings with governors, staff, parents and carers and groups of pupils. They observed the school's work and looked at a range of documentation including policies, the school improvement plan and an analysis of the school's records of pupils' progress and attainment. The inspection team analysed 68 completed questionnaires from parents and carers as well as a number of questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress pupils make in English, particularly writing
- the progress pupils of middle ability make in mathematics
- the contribution to leadership of staff at all levels.

## Information about the school

The school is smaller than average. The proportion of pupils known to be eligible for a free school meal is average. The percentage of pupils with special educational needs and/or disabilities is average. The vast majority of pupils are White British. The school has achieved Healthy School status. The headteacher was appointed to the school after the last inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils of all abilities achieve well and enjoy their school life. Pupils behave well and are actively involved in decision making through the school and class councils and their other responsibilities. Staff and pupils are empowered by the dynamic leadership of the headteacher to aim high. Parents and carers welcome the warm and friendly ethos and the good communication between school and home. 'The whole school and all its staff are friendly, caring and helpful,' represents the views of many. Children start in the Early Years Foundation Stage with skills which are largely typical for their age. They leave Year 6 with standards in English, mathematics and science which are above average and results at Year 6 have been rising. Pupils of all abilities make good progress and are eager to learn. They feel safe and valued. Very occasionally, pupils do not take enough care with their handwriting and spelling in their work. Lessons are fun and imaginative. Pupils' work is closely matched to their needs because teachers and teaching assistants accurately and frequently assess their progress. Teachers make good use of marking to help pupils improve their own work, although the teachers occasionally miss opportunities to address weaknesses in handwriting and spelling. Well-planned themes, such as World War 2, link different subjects and make learning meaningful. There are many opportunities for pupils to apply their literacy and numeracy skills in other subjects. However, the use of information and communication technology (ICT) is less well established and pupils' attainment is lower in this than in other basic subjects. The school is successfully involved in enriching the local community, but its global links and role in sustainable education are less well developed. The good work of the inclusion manager and learning mentor ensures that all pupils, especially those most needing help, are cared for well. The clear direction given by the headteacher means leaders at all levels, including the good governing body, make a good contribution to accurate self-evaluation. They monitor the impact of provision on pupils' achievement sharply and use this information successfully to bring about increasingly effective improvement. The pupils' achievement and the quality of provision have developed well since the last inspection and there is a good capacity for further improvement.

## What does the school need to do to improve further?

- Raise standards in ICT by providing more opportunities for pupils to use ICT and practise their ICT skills across the curriculum.
- Improve pupils' handwriting and spelling skills in all their work by
  - ensuring they apply these skills in all subjects

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- using marking to encourage attention to all aspects of pupils' work.
- Develop the school's links with the wider global community and its role in sustainable development.

## Outcomes for individuals and groups of pupils

2

Pupils make good use of a good range of visual information around the classroom to structure their learning and improve their knowledge of literacy and numeracy. Pupils are proud of their work and largely present it well. Basic skills have improved well since the last inspection, although a small minority of pupils are not accurate enough in their handwriting and spelling, especially when writing at speed. This is occasionally missed in the otherwise good use of marking. Nevertheless, progress is good overall. Standards are above average and the results of national assessments reflect the rising trend in English, mathematics and science. The practical and problem solving nature of mathematics and science lessons contributes to good progress for all abilities. Pupils are set challenging targets to achieve in English and mathematics and given good guidance on how to reach them. In ICT, standards are somewhat lower because there are fewer opportunities for pupils to learn the skills and gain the knowledge required. Carefully planned support at all times contributes to the good progress made by pupils with special educational needs and/or disabilities.

Pupils' eagerness to be involved in all the school offers underpins their good learning. They have a strong voice in the life of the school and the local community, such as planning a local playing area and participating in the opening ceremonies. Pupils are punctual and their attendance is average. They take good advantage of the many opportunities to stay fit and healthy, such as the before-school sports activities with a professional football club. Pupils are tolerant and thoughtful towards others because of thought provoking assemblies and good opportunities to explore social and emotional issues. They hold democratic elections for the school council and often discuss items in the news of the day. However, their understanding of other cultures and global issues such as sustainable development are less well established.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>3</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The quality of teaching has improved well since the last inspection and is sometimes outstanding. Good systems for modelling the best practice and monitoring the impact of teaching are leading to constant improvement. Very constructive relationships ensure pupils' positive attitudes and good behaviour. The purpose of lessons is shared well with pupils and they are engaged in improving their own work. Teaching is made exciting through fast paced questions and high expectations for pupils to think deeply about their work. Teachers and teaching assistants make regular and detailed observations of pupils' progress during lessons. They use this information to guide pupils and give them the skills and knowledge to improve their own work. Very occasionally, teachers talk for too long with too little involvement of the pupils. Teachers use interactive whiteboards and other technology regularly to bring lessons to life, although they miss some opportunities for pupils to use them. Advice given in marking helps pupils to improve their work. Occasionally, teachers' comments fail to point out the importance of care and accuracy in spelling and handwriting.

The curriculum is broad and exciting. A wide range of visits, visitors and activities before and after school bring learning to life. Themed weeks, when all pupils study the same topic in different ways, contribute to the pupils' sense of community. The regular use of ICT in all subjects has been identified as a priority for development, but this is at a very early stage of implementation. There is rigorous tracking of the progress of pupils with special educational needs and/or disabilities and good use is made of specialist support staff to promote these pupils' needs. This is complemented by the high-quality support given to pupils and their families in more difficult circumstances.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	<b>2</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>

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<b>The effectiveness of care, guidance and support</b>	<b>2</b>
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## How effective are leadership and management?

The headteacher has created a strong sense of purpose and determination amongst everyone involved in school life which is driving up the pace of change. The senior leadership team is well organised and efficient. Staff are very reflective and take good advantage of opportunities for professional development. There are effective monitoring procedures to promote higher standards in all aspects of the school's work. Lessons, progress data and pupils' work are regularly observed for a wide range of purposes by staff and governors. Occasionally, the observations do not take in all aspects of pupils' learning. The governors are well informed and hold the school to account increasingly well. They manage health and safety well and there are rigorous procedures for safeguarding pupils. Good systems to support pupils needing additional help and to challenge the more able lead to good equality of opportunity. The school has an appropriate action plan for developing community cohesion based on strong links with other local schools. However, the development of global links and sustainable development are at an early stage. The governors provide robust financial management and fulfil their statutory requirements. The school gives good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

There are small numbers of children starting school each year and children's skills on entry vary. The skills levels are generally a little below what is typically expected for this

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age. The children get off to a strong start and develop a real thirst for learning. By the time they start Year1, standards are closer to average, with an increasing number exceeding the expected level. This shows good progress. There are good systems to support children and their parents and carers when they first start the Nursery and help them to settle in quickly. Good welfare arrangements and very positive relationships ensure that children feel very safe and secure. Adult-led group sessions are well planned to move children on quickly in their learning. There are fun and imaginative programmes to help children make good progress in early reading and writing. The children are very proud of their work and eager to show visitors everything they can do. Children enjoy exploring the wide range of stimulating learning activities greatly, both indoors and outside. A few opportunities are missed to promote literacy and numeracy skills by the use of labels, particularly outside. Staff intervene skilfully to boost children's self-esteem, support their language development and help them think. Strong themes, such as 'Cinderella', link areas together and make learning relevant. The use of assessment and sharing of progress information with parents and carers is outstanding and a strength of the Early Years Foundation Stage. The leader and her committed staff team have very clear roles and are constantly seeking ways to improve the provision further. This has led to good improvements to children's outcomes since the last inspection.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

About a half of parents and carers responded to the questionnaire. They are very positive about the school and recognise its many strengths. Parents and carers praise the leadership shown by the headteacher and the care and concern shown by all staff. They particularly appreciate the way the headteacher greets all families in the playground at the start of the day. They feel that their children receive very good support and are challenged to achieve well. The inspection team agrees with the parents' and carers' views.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Laughton Junior and Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 165 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	74	18	26	0	0	0	0
The school keeps my child safe	45	66	23	34	0	0	0	0
The school informs me about my child's progress	46	68	20	29	2	3	0	0
My child is making enough progress at this school	41	60	26	38	1	1	0	0
The teaching is good at this school	46	68	22	32	0	0	0	0
The school helps me to support my child's learning	43	63	25	37	0	0	0	0
The school helps my child to have a healthy lifestyle	36	53	32	47	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	51	30	44	0	0	0	0
The school meets my child's particular needs	40	59	25	37	1	1	0	0
The school deals effectively with unacceptable behaviour	35	51	29	43	1	1	0	0
The school takes account of my suggestions and concerns	41	60	25	37	0	0	0	0
The school is led and managed effectively	49	72	18	26	0	0	0	0
Overall, I am happy with my child's experience at this school	49	72	18	26	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 May 2010

Dear Pupils

Inspection of Laughton Junior and Infant School, Sheffield, S25 1YP

Thank you for the warm welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you about your school. You are right to be proud of your school. It is a good school. You say you feel safe and appreciate the good care that all adults show to you. You told us that your lessons are fun and you enjoy the clubs you take part in. You have a good knowledge of how to live healthily and enjoy the many opportunities to be active at school. The school gives you a very strong voice in the way the school is run and you help to make it a safe place to be. Your school provides you with a good education. Your headteacher and other staff work really well together to help you to learn and to make things better for you. They are always working to make the school even better. They take good care of you. You make at least good progress in English, mathematics and science. The standard of your work is above average altogether. Your lessons are good and you are given many exciting things to do at school.

To help your school become even better, we have asked your headteacher and governors to:

- find ways for you to use ICT more
- make sure you take enough care in your handwriting and spelling
- explore ways to be more involved in links with other countries and involvement in sustainable issues.

You can help by continuing to try hard and enjoy your lessons.

Yours sincerely

Mr Andrew Clark

Lead Inspector (on behalf of the inspection team)

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