

Laughton Junior and Infant School

School Road, Laughton-En-Le-Morthen, Sheffield, South Yorkshire, S25 1YP

Inspection dates 14–15 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early Years Provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching and learning are consistently good. As a result, most pupils make good progress in reading, writing and mathematics from sometimes below average starting points.
- Strong and determined leadership by the headteacher and senior leaders makes sure staff are focused on tackling weaknesses and improving all pupils' progress.
- Pupils contribute to the successes of the school through their good, and sometimes outstanding, behaviour and readiness to learn.
- The strong positive relationships between teachers and pupils ensure lessons are purposeful and enjoyable.
- Children make a good start in the early years because of good teaching.
- Governors' detailed knowledge of the school's strengths and key priorities for future development is used effectively to further challenge the school's performance.
- Staff morale is high, team spirit is strong and all are committed to continued improvement.
- The school's monitoring and tracking systems are effectively used to raise pupils' attainment and progress.
- Disadvantaged pupils are improving their attainment and progress. As a result, gaps between their achievement and that of non-disadvantaged pupils are closing.
- Parents are overwhelmingly supportive of the school, some saying that 'they can't fault it'.

It is not yet an outstanding school because

- Work provided for the most able pupils sometimes lacks challenge.
- Not enough attention is given to improving pupils' spelling, grammar and punctuation and extending their vocabulary.
- Occasionally, pupils are not always clear about what they must learn and how well they are doing, nor do they take enough pride in the presentation of work.
- Pupils have too little opportunity to use information and communication technology (ICT) to develop important skills and support their learning.
- Improvements in the teaching of linking letters to the sounds they make (phonics) have yet to ensure all pupils in Key Stage 1 develop a love of reading and make rapid progress in learning to read.

Information about this inspection

- The inspectors observed lessons in all year groups. Two of these observations were carried out with the headteacher.
- Inspectors also held meetings with a group of governors, including the Chair and vice-chair of the Governing Body, staff and pupils and talked to a representative of the local authority.
- Inspectors listened to three pupils read in Years 1 and 2, observed pupils at playtime and lunchtime and in assembly.
- Inspectors scrutinised a range of pupils' work from across the school. They studied a range of documents including: the school's own evaluation documents; plans for the school's future development; outcomes of leaders' observations of lessons and monitoring records; safeguarding policies and records; the school's analysis of data on pupils' progress, including future projections based on the school's tracking information; and attendance information.
- Inspectors took account of 17 responses to Ofsted's online questionnaire (Parent View). One inspector also spoke with parents at the start of the school day. They also looked at questionnaires completed by 19 members of staff.
- Pupils from Years 5 and 6 and a number of key staff were on a residential visit on the first day of the inspection, but were in school on the second day. This meant that some pupils were not being taught by their usual teachers on the first day of the inspection.

Inspection team

Derek Pattinson, Lead inspector

Additional Inspector

John Shutt

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic groups and the proportion of pupils who speak English as an additional language is very small.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is average. The pupil premium is additional funding for those who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Children in the nursery only attend in the morning. Reception-aged children attend full time.

What does the school need to do to improve further?

- Raise attainment and speed up progress further, especially in English, mathematics and ICT by:
 - providing more opportunities for pupils to improve their spelling, grammar and punctuation and extend their vocabulary
 - building on work already started to ensure that pupils who are supported by pupil premium funding always make good progress similar to that of other pupils
 - giving pupils more opportunity to use ICT to help develop important skills and to support learning in other subjects
 - ensuring that teaching pupils phonics (linking letters to the sounds they make) enables them to make rapid progress in learning to read for information and enjoyment in Key Stage 1.
- Further improve the quality of teaching to ensure consistently rapid rates of progress and the highest levels of pupils' achievement by:
 - providing all pupils, especially the most able, with work that is always challenging, so that they reach their potential in all classes
 - ensuring that pupils are always clear about what they are learning and how well they are doing
 - ensuring that pupils always take pride in how they present their work.

Inspection judgements

The leadership and management are good

- The experienced headteacher, ably supported by two assistant headteachers, staff and the governing body, provides an effective steer to help secure further improvement for the school. Morale is high and teamwork is strong. Indeed the whole-school community shares the leadership's commitment and the drive to raise standards further and speed up pupils' progress. This is seen in the very positive responses to the staff questionnaire. It is also shared by parents who are overwhelmingly supportive, and by pupils, many of whom who give their school 'ten out of ten'.
- The school's comprehensive improvement plan clearly pinpoints the right priorities and is strongly focused on improving teaching and driving up standards. Tracking progress towards the achievement of agreed priorities is rigorous and regular. The plan makes very clear how and when pupils' achievement will be measured throughout the year and involves all staff and the governing body.
- Leadership at all levels is strong. Subject leaders know where strengths and weaknesses lie and make an important contribution to the school's drive for further improvement. For example, there has been a thorough audit of ICT with steps taken to improve resources and access to technology for pupils. However, work is in its early stages and pupils do not use ICT often enough.
- The leadership of teaching is strong and provides good support for staff who are at different stages of development professionally. Support for the very recently employed, newly-qualified teacher is good. Teachers and support staff say they are well supported to improve their skills and knowledge. The systems for checking the performance of teachers are rigorous. Pay progression is closely linked to pupils' achievement, improvement priorities and the national standards for teachers.
- The pupil-premium funding is being used increasingly effectively to help disadvantaged pupils learn at a faster rate. Much of the support for these pupils is through small group teaching, targeted individual support and through the work of a teacher with a clear remit to help disadvantaged pupils make best possible progress. Leaders, including governors, check carefully to ensure that this funding is having a positive impact.
- The school promotes equality of opportunity well through checks made on the progress of individuals and groups of pupils and by providing additional support or challenge where needed, such as for pupils with special educational needs. As a result, most groups make good progress. However, the most able pupils do not make best possible progress because work is sometimes not challenging enough for them.
- The range of subjects is planned so that pupils develop a love of learning. There are lots of opportunities for pupils to develop skills and confidence in a wide range of activities, including sport and art, which are particular strengths. Pupils appreciate the visitors, visits and special activities which make much learning exciting. For example, work based on the current residential visit motivates older pupils well, while younger pupils learn about safety through visits from the fire service and police. The school grounds are used well to promote learning.
- The curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural development, which is at the heart of the school's work. British values are well taught, with a variety of faiths and cultures also studied to help tackle discrimination and promote tolerance and understanding.
- The school's arrangements for safeguarding meet statutory requirements. Pupils say they appreciate the high levels of supervision at playtimes and the fact that visitors must wear a badge.
- The primary school sports funding is used effectively, with a report each term providing evidence of the impact of targeted spending. The involvement of a sports coordinator has helped improve staff expertise and develop pupils' physical skills. More pupils are taking part in a wider range of sports clubs, including gymnastics, hockey, athletics, cricket and basketball.
- The local authority has provided some valued support to the school. It is confident that the school is providing a good education and that it only requires light-touch support.
- **The governance of the school:**
 - The governing body has significantly increased its effectiveness since the previous inspection. Governors now have a detailed knowledge of the strengths and weaknesses of the school. This is based on a wide range of evidence, including an analysis of national performance data and the school's own data.
 - The governing body has increasingly focused on improving achievement, teaching and learning. Governors are successfully challenging the school to drive forward improvement and hold leaders to account for increasing pupils' rates of progress. For example, through an analysis of the use of the pupil premium funding they are challenging leaders to narrow gaps in performances between disadvantaged pupils and others.

- Governors effectively check the school’s monitoring systems for safeguarding and school improvement and ensure the school’s performance management of teachers is rigorous, with a sharp focus on improving pupils’ achievement.
- Governors constantly seek value for money by carefully evaluating the impact of introduced initiatives, such as the scheme for securing more rapid progress for pupils in linking letters to the sounds they make.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Sometimes in lessons it is outstanding. It is underpinned by good relationships at all levels. This is confirmed by records, observations and discussions with pupils. On the few occasions when there is inattentiveness, it is because work is not matched effectively to pupils’ learning needs.
- Most pupils take pride in their work and in their school and are keen to contribute to the quality of the school environment, for example, by developing garden areas. They talk confidently to visitors.
- Pupils are sensible and orderly as they move around school even in areas, such as cloakrooms and corridors which become very congested as pupils move to and from the playground. Dining in the school hall is a social occasion where pupils engage in ready conversation, demonstrating mature attitudes and good behaviour.
- Incidents of poor behaviour are rare and pupils say that ‘it rarely happens in the classroom’ but that, when it does, it is always ‘dealt with’ so that it does not interfere with their learning. Pupils enjoy school because they say that ‘teachers make learning fun’ and that ‘teachers always help them’. This helps to explain their good punctuality and above average attendance.

Safety

- The school’s work to keep pupils safe and secure is good.
- Pupils and parents agree that the school is a safe place to learn and that bullying in school is ‘not an issue’ and ‘no longer happens’. Nevertheless, pupils are aware of the different types of bullying, including cyber bullying, and they know about dangers posed by the internet. They can explain how the school has helped them to understand how to stay safe in different situations.
- The headteacher, staff and governors are rigorous in keeping pupils safe in school. As a result, pupils have an appropriate grasp of risk, including of substance abuse, strangers and road accidents.
- All protocols, policies and documentation are in place and provide further evidence of the high profile given to this important area.

The quality of teaching is good

- The quality of teaching is good, as it was at the time of the previous inspection. This leads to good quality learning and increasing rates of progress.
- Relationships between teachers and pupils are very positive, promoting enthusiastic attitudes to learning that effectively support good achievement.
- Teachers very skilfully use questioning to extend and deepen pupils’ learning and this ensures good rates of progress. For example, in a lesson on paragraphs, the teacher successfully sought from pupils through carefully chosen questions what a good paragraph should look like. Teachers also skilfully adapt their teaching to pupils’ understanding. For example, during a lesson on fractions, the teacher changed the work initially given to pupils to provide the right level of challenge.
- There is good provision for pupils requiring additional support. Adults ensure that these pupils are fully involved in their learning by matching learning carefully to their needs and sensitively supporting them through difficulties.
- Teachers have high expectations of pupils and challenge most well, for instance, when older pupils wrote a descriptive paragraph using personification. However, not all pupils present their work with enough care. Furthermore, work for the most able, such as in mathematics, is not always matched precisely to pupils’ learning needs and there is sometimes too much repetition of previous work that pupils already fully understand.
- Phonics are now beginning to be taught well, following the introduction of a new scheme. Pupils apply

their phonics skills in independent reading, most showing a love of reading for pleasure and information.

- Resources are carefully chosen to support and extend pupils' learning and this helps to motivate pupils and increase their commitment to learning. For example, resources were used effectively to secure good progress for disabled pupils and those with special educational needs in mathematics lessons seen during the inspection.
- All lesson plans make clear what pupils are to learn in lessons. However, this is not always shared with pupils so that they know what they must learn. Furthermore, they do not always know how well they are doing. They are sometimes unclear about their targets and they are not always given steps to success to help them measure the progress they are making.
- Teachers' marking of books is accurate and their feedback praises and encourages pupils to do even better. Comments are provided to help them improve their work with time increasingly given for pupils to follow these up.
- The school successfully encourages pupils to use and apply their English and mathematics skills in other subjects, especially through work on topics, and this further deepens pupils' learning. Opportunities for pupils to write for different purposes is contributing to improved achievement in writing.

The achievement of pupils

is good

- Most pupils achieve well from their individual starting points and reach at least average standards in reading, writing and mathematics by the time they leave. However, the most able pupils do not always make rapid and sustained progress because work is sometimes not challenging enough for them.
- Many children start in the early years with knowledge and skills a little below those typical for their age. However, because of mostly good teaching, they make up lost ground as they move through the Nursery and Reception Years, especially in the areas of personal, social, physical and mathematical development. As a result, they are well prepared to start their work in Key Stage 1.
- Most pupils achieve well as they move through Years 1 and 2. As a result, attainment in 2014 was above the national average in writing and mathematics. However, results in reading were average, reflecting the below average performance in the phonics screening test. Nevertheless, initiatives to significantly improve pupils' ability to link letters to the sounds they make are proving successful. Pupils' books and the school's current tracking data demonstrate this improving picture. Indeed, predictions for this year indicate much better performance, with outcomes in reading likely to be above the national average.
- Almost all pupils in Key Stage 2 are making expected progress with increasing numbers making more than expected progress, especially in reading and writing. As a result, predictions for the current Year 6, based on the rigorous and regular tracking of pupils' progress, indicate that attainment is likely to be above national average in the national tests in reading, writing and mathematics. This will represent a significant improvement on the average standards attained in 2014.
- The achievement of disabled pupils and those with special educational needs is mostly good. This is because they are well supported in lessons. They now do as well as other pupils relative to their individual starting points, achieving at least as well as pupils with special educational needs nationally.
- The very small number of pupils from minority ethnic backgrounds and pupils for whom English is an additional language are also making good progress. This is because they are helped to learn well.
- Results in 2014 in the English grammar, punctuation and spelling assessment were below average. Leaders immediately identified this as a priority and are giving this important area increasing emphasis. Predictions already indicate a much improved picture this year.
- Disadvantaged pupils make good progress from their different starting points. In Year 6 in 2014, test results show that the very small number of disadvantaged pupils were approximately one and a half terms behind other pupils in the school in mathematics, half a term behind in writing, but were almost three terms ahead of other pupils in reading. When compared to non-disadvantaged pupils nationally, disadvantaged pupils in school were one and a half terms behind in writing and three terms behind in mathematics. However, in reading they were one and a half terms ahead. Inspection evidence and school data show that gaps in attainment across the school in writing and mathematics are closing further. This is because expectations of what disadvantaged pupils across the school can achieve are high and levels of support are good.

The early years provision**is good**

- Provision is successful in laying down secure foundations for future learning. As a result, children get off to a good start to their life in school from sometimes below typical starting points. This ensures all children are ready to start Year 1.
- The skilled and enthusiastic early years leader provides the drive and determination to help ensure that children make good progress as they move through Nursery and Reception Years. Recent staffing issues have been managed well so that pupils' good progress has not been compromised.
- Good induction arrangements ensure that children, including disadvantaged children and those with special educational needs, settle quickly into well-established routines.
- Teamwork is strong and relationships between adults and children are warm and friendly. As a result, most children are happy, feel safe, behave well and are keen to learn.
- The quality of teaching over time is good. Staff have high expectations and children achieve well in all areas of learning. For example, there are successful, regular sessions to teach children how to link letters to the sounds they make, which children enjoy, enabling them to make good progress.
- The curriculum interests and often excites children through a broad range of well-organised activities, such as visits from 'Mrs. Greenfingers', a wizard and an arctic explorer, which encourage them to make choices and help them learn.
- Parents are very supportive of their children's work and the provision in the early years. Staff ensure communication is regular and informative, enabling parents to support their children's learning. Initiatives such as 'stay and play', at which parents are encouraged each Friday to visit their child's classroom, are helping to forge strong relationships with them.
- Children are well behaved, showing consideration for others, listening to one another and taking turns.
- While the nursery classroom is in the main building, the Reception-aged children are taught in an adjacent mobile classroom of poor quality which does not lend itself easily to providing a spacious learning environment for children. However, leaders and teachers do all they can to counter these problems to ensure that children achieve well.
- All staff contribute to regular observations and checks on children's learning and these accurate assessments are used to extend children's experiences. This contributes to the increasing proportion of children attaining a good level of development and making good progress because most activities are carefully matched to children's precise needs.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106882
Local authority	Rotherham
Inspection number	449727

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Robert Ellis
Headteacher	Caroline Coates
Date of previous school inspection	17 May 2010
Telephone number	01909 550477
Fax number	Not applicable
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