

# Inspection of Laughton All Saints' CofE Primary School

High Street, Laughton-en-le-Morthen, Sheffield, South Yorkshire S25 1YF

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Inspection dates: 27 and 28 February 2024

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Early years provision	<b>Requires improvement</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Julie Armitage. This school is part of Diocese of Sheffield Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Waldron, and overseen by a board of trustees, chaired by Huw Thomas.

## **What is it like to attend this school?**

This is a kind and inclusive school. Pupils are happy. They confidently introduce themselves to visitors. Pupils feel safe. Staff know pupils well and build secure relationships. This gives pupils the confidence to report any bullying that may occur. Pupils state that bullying sometimes does happen, but adults deal with this quickly.

In lessons, and around school, most pupils behave well. They are polite and kind to others. However, some pupils do not display positive attitudes to their learning. Staff do not consistently challenge this.

In some lessons, including in the early years, pupils do not learn the curriculum as well as leaders intend. The school does not have high enough expectations of what pupils can do. This means that some pupils are not ready for their next stage of learning.

Pupils at this small, rural primary school enjoy a range of trips to different places such as the seaside. Leaders work tenaciously to increase the opportunities pupils have to learn beyond the classroom. Pupils enjoy learning to play musical instruments and attending clubs such as those for art and a variety of sports.

Some pupils describe the impact they have made in their roles as school councillors and heads of house. They are proud of their achievements. In particular, they are proud of their work to increase the playground equipment and the development of a quiet area.

## **What does the school do well and what does it need to do better?**

The school has a strong, aspirational vision to ensure that it prepares pupils well for their next stage of education. However, these aspirations are not being met. The school has worked relentlessly to put in place a curriculum that meets the needs of the mixed-aged classes. This includes the adaptations that pupils with special educational needs and/or disabilities (SEND) need to be successful. Leaders have identified the most important knowledge and vocabulary that pupils should learn over a two-year cycle. The curriculum sets out how learning builds on what pupils already know, from the early years to Year 6. However, the school does not regularly check how well the curriculum is being delivered. As a result, there is variability in the teaching of some subjects, leading to some pupils not receiving a high-quality education.

In the lessons where teachers present information clearly, pupils successfully achieve the intended learning outcomes. In these lessons, pupils display positive attitudes to their learning. However, where there are inconsistencies in the delivery of the curriculum, pupils lose interest in what they are learning. Their attitudes to their learning in these lessons are not as positive as they could be.

In some subjects, such as geography and design and technology, teachers do not use information on what pupils know and understand effectively to plan future learning. In some lessons, teachers move pupils on to new learning while there are still gaps in their knowledge. As a result, pupils do not gain the necessary subject knowledge over time. The work in pupils' books does not reflect the planned curriculum consistently.

Children in the early years do not achieve as well as they should. Although the curriculum is carefully designed, the school does not extend children's learning during play well enough. Children do not develop their language and communication skills quickly. Children's behaviour and attitudes are not securely good. This is because the school has not established clear routines for children to follow. Consequently, children are not prepared well for the expectations of key stage 1.

Pupils enjoy reading. They enjoy collecting rewards after reading the high-quality texts available to them in the school library. However, the school does not support pupils who are in the early stages of learning to read as well as they could. There is variability in the teaching of phonics. For example, when modelling the correct sounds or noticing pupils' mispronunciation. As a result, some pupils are unable to read with accuracy and fluency.

Leaders promote pupils' wider development well. Pupils learn about how to stay healthy, including preparing and enjoying nutritious meals. Pupils know how to stay safe online. They are knowledgeable about different types of families and healthy and unhealthy relationships. Pupils learn how to be responsible citizens through activities such as planning and running monthly 'community cafes' for parents and local residents.

Trust leaders have introduced a new governance structure this academic year. A local school board acts as an 'interface' between parents and the school. They understand their roles well. Trust leaders have a realistic view of the school. While the new headteacher has driven school improvement with a sharp focus on the curriculum, trust leaders recognise there is still much to do. They are acting on this.

Staff say leaders consider their workload well. Trustees keep a close eye on staff well-being and offer help where there is a need. Staff feel their well-being is supported effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## **(Information for the school and appropriate authority)**

- There are inconsistencies in the implementation of the school's curriculum. In some lessons, including reading, teaching is not consistently clear and effective. In the early years, children are not explicitly taught the necessary skills and vocabulary to enable them to be successful. As a result, pupils do not achieve as well as they could. The school should monitor the implementation of the curriculum, supporting staff were necessary, to ensure all pupils receive a high-quality education.
- Leaders are developing their assessment systems in the wider subjects. However, teachers have not had the training to use these systems effectively. As a result, teachers do not have the information they need to plan lessons that sequentially build on what pupils know and can do. The school should ensure that staff have the training and support they need to ensure that learning is based on ongoing assessment that will enable pupils to learn more.
- In the early years, routines are not established quickly. Children and pupils do not display consistently good attitudes to learning. The school should ensure that all staff apply high expectations for behaviour so that all pupils are ready to learn.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	146068
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10297451
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	119
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Huw Thomas
<b>Headteacher</b>	Julie Armitage
<b>Website</b>	<a href="http://www.laughtonallsaints.org">www.laughtonallsaints.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Laughton All Saints' CofE Primary School converted to become an academy school in October 2019. It is now part of the Diocese of Sheffield Academies Trust. When its predecessor school, Laughton All Saints' CofE Primary School, was last inspected by Ofsted, it was judged to be good overall.
- A new headteacher and deputy headteacher were appointed in September 2023 and September 2022, respectively.
- The school is smaller than the average-sized primary school. It became part of the Diocese of Sheffield Academies Trust in September 2019.
- The governing body operates a breakfast club and after-school club.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher and other school leaders. The lead inspector spoke with representatives from the trust board, including the chair of the trust, who is also a representative from the Diocese of Sheffield, and members of the local school board.
- Mathematics, early reading, design and technology and geography were considered in detail to evaluate the quality of education. In each subject, inspectors carried out meetings with subject leaders, visited lessons, and had discussions with staff and pupils. Inspectors also looked at pupils' work, which in early reading took the form of listening to pupils read to a familiar adult.
- Inspectors talked with staff about their workload and well-being.
- Inspectors reviewed a range of school documents. These included information about behaviour, attendance, the school curriculum and improvement planning.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses.

### **Inspection team**

Jenny Thomas, lead inspector

His Majesty's Inspector

Kerry Partington

Ofsted Inspector

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