

# Inspection of Laughton Community Primary School

Church Lane, Laughton, Lewes, East Sussex BN8 6AH

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Inspection dates: 19 and 20 March 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Pupils are happy and safe at this nurturing village school. They work hard to embody the school's values of 'curiosity, imagination, collaboration, resilience and discipline'. Pupils demonstrate these through their hard work and caring attitudes to one another.

Staff encourage pupils to be creative and take risks in their learning. For example, pupils experiment with techniques and media to produce artwork in the style of the artists they learn about or work with adults in Reception Year to develop their mark making into exciting stories and characters.

Pupils behave well. They respond positively to the warm and caring staff and work hard to meet their high expectations of achievement and behaviour. Pupils concentrate well and achieve well in most subjects.

The school prioritises pupils' mental health and well-being. They know that staff will listen to any concerns they have carefully and address them quickly. Staff are well trained in a number of therapeutic approaches and offer a range of support to help pupils manage their emotions. Pupils enjoy visits to their classes from Alma, the school therapy dog. Children in Reception express how they feel through 'colour monsters' confidently and teachers listen to any concerns sensitively.

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

The school has designed a broad and ambitious curriculum. They have identified the essential skills and knowledge that pupils need to learn. Leaders sequence learning carefully to ensure that pupils have opportunities to revisit prior knowledge and build deeper understanding over time.

The school identifies the needs of pupils quickly and accurately. Staff plan a range of adaptations to ensure that pupils with special educational needs and/or disabilities (SEND) can achieve well alongside their peers. The school carefully monitors provision for pupils with SEND and staff work with external agencies effectively to plan appropriate support for pupils with the most complex needs.

Pupils, including those with SEND, achieve well in most subjects. They develop a rich and varied vocabulary and produce work which clearly demonstrates their progression through the curriculum. For example, pupils build on their knowledge of number bonds to solve fraction problems. Pupils are well prepared for their next steps. This is most effective in Reception, where children learn the phonics and mathematics skills they require alongside a range of subject-specific skills. For example, children learn how to produce timelines ready for their learning in history.

Teachers check pupils' learning carefully during lessons. They use this to support pupils who need extra help. In some subjects, assessment is not used well enough to plan longer-term support and narrow gaps in learning.

Pupils learn to read and develop a love for books and stories. Those in Years 5 and 6 discuss the books that they read enthusiastically and enjoy their daily reading sessions. Reception is a word-rich environment and teachers read a range of stories and poems every day. The school has planned the teaching of phonics carefully but this is not taught consistently well. Teachers do not always ensure that pupils practise phonics effectively enough. As a result, some pupils do not learn to read as quickly as they should.

The school is calm and purposeful. Pupils understand the school rules clearly and how these rules help them to behave well. They know that teachers are consistent and will manage any issues fairly. Pupils play kindly and cooperatively with each other at breaktimes. They are punctual and attend frequently. Leaders carefully analyse attendance and provide helpful support to those that need it.

Pupils learn about important topics such as consent and stereotypes well. They engage in rich discussion and pupils in years 5 and 6 hold mature attitudes about their learning. Pupils develop a broad knowledge of other cultures and religions through carefully selected texts or regular visits to places of worship. Pupils are keen to take up a range of responsibilities. For example, older pupils act as buddies to children in Reception and model school routines and expectations to them. Pupils are active members of the community and work with the parish council on a variety of local projects.

Leaders have developed a clear vision and inclusive culture in the school. They plan a range of high-quality training to help staff deliver the ambitious curriculum effectively. Staff feel well supported by leaders and have a range of support to manage their workload and well-being successfully. Governors undertake a range of learning visits and discussions with pupils to ensure that they are knowledgeable and can hold leaders to account.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The teaching of phonics does not provide pupils with enough clear opportunities to practise the sounds, letters and techniques required to become fluent readers. As a result, some pupils do not become fluent readers as quickly as they should. Leaders should ensure that teachers make sure that pupils have enough opportunities to practise the sounds and letters that they need to know to become confident readers.
- Leaders do not use assessment to identify gaps in learning and adapt teaching to pupils' needs consistently well. Consequently, some pupils do not improve their knowledge and skills in some subjects as well as they could. Leaders should

ensure that assessment supports all teachers in identifying gaps and helping pupils to learn as well as they can.

## **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>	114404
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10296181
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	82
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debra Vice-Holt
<b>Headteacher</b>	Rachel West (Executive Headteacher)
<b>Website</b>	<a href="http://www.laughton.e-sussex.sch.uk">www.laughton.e-sussex.sch.uk</a>
<b>Date of previous inspection</b>	17 July 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is part of a federation with Firle Church of England Primary School. Rachel West is executive headteacher of both schools.
- The school does not use any 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. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspection team met with the headteacher as well as with other leaders and staff. The lead inspector also held a telephone conversation with a representative from the local authority.

- The inspection team carried out deep dives in the following subjects: reading, mathematics, history and art. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector 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.

### **Inspection team**

Gavin Thomas, lead inspector

His Majesty's Inspector

Caroline Clarke

Ofsted Inspector

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