

Inspection of The Laurels Primary School, Worthing

Winterbourne Way, West Durrington, Worthing, West Sussex BN13 3QH

Inspection dates: 19 and 20 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Many pupils say that they 'love The Laurels'. They feel happy and safe at this nurturing and caring school. Pupils know and uphold the school's values of being responsible, reflective and resilient. Leaders have created a broad and interesting curriculum based on these values. Pupils have many opportunities to broaden and develop their interests, such as through the 'activity passport'. This enables pupils to try out a wide variety of activities, ranging from outdoor cooking to making ceramic faces.

Leaders have high expectations of pupils regarding what they can achieve and how they should behave. There is a purposeful buzz of learning around school. Pupils are proud of the work they produce. They attend regularly. The school deals well with any rare incidents of bullying.

Pupils appreciate the way that the school gives them a good understanding of the natural environment. This is developed from early years, where many of the resources are made of wood and recycled objects. Older pupils enjoy being on the eco council. They take responsibility for ensuring that others recycle carefully and reduce energy waste. Pupils develop a good understanding of the local wildlife. They spoke excitedly about the different varieties of newts that live in the school pond.

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

Leaders have worked hard to continually improve the school. The trust provides good levels of challenge and support. Leaders have carefully planned a well-sequenced curriculum. This enables pupils to build their knowledge securely from Reception through to Year 6. Pupils remember the knowledge leaders want them to acquire. For example, older pupils have an extensive knowledge of what it was like to be a child during the time of the Industrial Revolution.

Teachers are well trained and have a good subject knowledge. There is a consistent approach to developing pupils' vocabulary across the school. For example, at the beginning of a topic on rivers, pupils learned the meaning of key words, such as meander. Teachers also highlight the important concepts that they want pupils to understand. For example, in history, the concept of chronology is carefully developed as pupils progress through the school. However, in some subjects, teachers are not precisely sure what pupils already know. This is because the assessment system for these subjects is still developing.

Children get off to a flying start in the Reception Year. Parents and carers are delighted with how well their child has settled in. A typical comment from a parent was, 'My child only started six weeks ago; they have really flourished and look forward to going to school every day.' Children take part in exciting activities, such as visiting the school's woodland area to spot minibeasts and collect leaves.

Pupils with special educational needs and/or disabilities (SEND) are fully involved in the life of the school. They enjoy taking part in many of the extra-curricular activities. In class, although pupils often receive timely help, staff are not always well enough trained. Sometimes, they do not have the highest ambitions to enable pupils with SEND to always do well in their academic work.

The teaching of reading is a priority. Staff are well trained in teaching phonics. Children learn the sounds that letters make as soon as they start in the Reception Year. Teachers regularly assess pupils' knowledge of phonics. They carefully give pupils the support they need to catch up. Pupils benefit from using the well-resourced library and quickly become fluent readers. Many pupils talked with enthusiasm about their favourite books and authors. They study a wide range of high-quality literature to support their vocabulary development and comprehension.

Leaders ensure that the curriculum supports pupils' personal development well. A wide range of extra-curricular clubs are provided, including origami, football, choir and STEM (science, technology, engineering and mathematics) club. These support the development of pupils' skills and talents. Leaders prepare pupils well for their future lives. Staff aim, through well-chosen visits and visitors, to inspire pupils to know that they can achieve anything they want to in life.

Staff are proud to work at the school. They feel part of a close-knit team. Staff appreciate the way that leaders are considerate of their workload. Leaders are approachable and highly aware of staff well-being. Those with governance responsibilities work well alongside leaders. They have an accurate view of the school's strengths and the areas to work on next.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive effective training to keep pupils safe. Staff know the pupils and their families very well. Teachers are alert to spot any signs that may indicate that a pupil may be at risk of harm. Any worries are reported promptly, with leaders using expert help from external partners.

Pupils learn how to keep themselves safe. They are confident that staff will help them with any issues they may have. Pupils know they must not divulge personal information when online. In the community, pupils are aware of the potential dangers of strangers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils with SEND are not always successful in their learning. This is because ambitions for them are not always high enough. Leaders need to provide

training and support to all staff so that staff can help these pupils to achieve the best possible outcomes.

- What is taught next in a sequence of learning is not always based on what pupils already know in some foundation subjects. The impact is that gaps in learning are not always addressed. Leaders should continue to develop assessment so that teachers can easily check pupils' understanding and so help them to know more and remember more.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143386
Local authority	West Sussex
Inspection number	10241211
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	Board of trustees
Chair of trust	Niki Thomas
Headteacher	Charlotte Bull
Website	www.laurelsprimary.co.uk
Dates of previous inspection	6 and 7 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Durrington Multi-Academy Trust.
- The school uses one unregistered alternative provider.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors held meetings with the headteacher, senior leaders, the special educational needs coordinator, curriculum leaders, teaching and support staff.
- The lead inspector met with chief executive of the trust, a member of the trust, and two members of the trust’s local governing body, including the chair.
- A meeting was held with the designated safeguarding leaders to discuss how they keep pupils safe. Inspectors considered the school’s recruitment procedures, staff induction and training. The inspectors also spoke with staff and pupils throughout the inspection.
- Inspectors considered 62 responses to Ofsted’s online survey, Ofsted Parent View, including 29 free-text responses. Inspectors also took into consideration 19 responses to the staff survey and 30 responses to the pupil survey.

Inspection team

Liz Bowes, lead inspector

Ofsted Inspector

Debbie Bennett

Ofsted Inspector

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