

# Launceston Community Primary School

## Inspection report

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<b>Unique reference number</b>	111931
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	378396
<b>Inspection dates</b>	2–3 February 2012
<b>Lead inspector</b>	Stephen Dennett

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James De Ferrars
<b>Headteacher</b>	Carol Green
<b>Date of previous school inspection</b>	23–24 June 2009
<b>School address</b>	Windmill Hill Launceston PL15 9AE
<b>Telephone number</b>	01566 772143
<b>Fax number</b>	01566 776783
<b>Email address</b>	secretary@launceston-ji.cornwall.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	2–3 February 2012
<b>Inspection number</b>	378396



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## Introduction

Inspection team

Stephen Dennett

Additional inspector

Lindsay Gabriel

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 12 lessons, observed six teachers and held meetings with members of the governing body, staff and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Informal discussions were held with parents and carers before school. Inspectors observed the school's work and looked at policies, pupils' books, safeguarding records and evidence of the monitoring of teaching and learning. The team examined 88 questionnaires from parents and carers, 109 from pupils in Key Stage 2 and 16 from staff.

## Information about the school

Launceston is an average-sized primary school. Most pupils are of White British origin and the proportion of pupils of minority ethnic heritage is broadly average. These pupils are mostly of Eastern European origin and nearly all speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is below average, although the percentage with a statement of special education needs is above average. The proportion of pupils known to be eligible for free school meals is above average. The school meets current government floor standards. The governing body runs a breakfast club, which was inspected at the same time as the main school. The school is a member of the Children's University and the Eco Schools initiative; it is also a Dyslexia Friendly School.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

### Key findings

- This is a good and improving school. Standards have risen to above national averages over the last three years. The school has made substantial improvements to the quality of teaching and provision since the previous inspection.
- Pupils' achievement is good and by the end of Key Stage 2 their attainment is above average in English and mathematics. Children in the Early Years Foundation Stage make good progress from starting points that are in line with typical expectations, although their literacy skills are lower. Although the content of pupils' writing is good across the school, their spelling, handwriting and presentation do not always reflect the school's expectations set out in its policy.
- The quality of teaching is consistently good with some examples of outstanding practice. Teachers throughout the school have high expectations of both behaviour and pupils' achievement.
- Pupils' behaviour in classes and around the school is good. They are courteous, welcoming and willing to help each other. Nearly all pupils say they feel safe in school and the overwhelming majority of parents and carers support this view. Attendance is above average and almost all pupils are punctual.
- The school is well led and managed. The governing body has a good understanding of the school's strengths and areas for improvement. Senior and middle managers, although effective at monitoring, do not have sufficient opportunities to be involved in the professional development of colleagues. The school's management has dealt well with the issues raised by the previous inspection and has eliminated areas of underachievement effectively so that nearly all gaps in achievement have been closed.

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

- Improve standards in writing further by:
  - ensuring that the school's handwriting policy is applied consistently in all classes
  - reinforcing spelling strategies across the school
  - raising pupils' awareness of the school's high expectations in presenting their work.

- Improve the effectiveness of senior and middle managers by increasing their involvement in the continuing professional development of colleagues.

## **Main report**

### **Achievement of pupils**

Children enter the Early Years Foundation Stage with variable levels of skills, knowledge and understanding, but generally they are close to expectations for four-year-olds. However, their language and literacy skills are often lower. Progress is good and attainment is broadly average by the end of Reception. In 2011, pupils at the end of Year 2 attained standards that were broadly average and this was an improvement on previous years. Pupils in the current Year 6 have made accelerated progress from significantly below average starting points and their attainment is above average.

Pupils' attainment in reading is above average at the end of both Key Stage 1 and Key Stage 2, and most pupils make good progress in their acquisition of reading and writing skills. They make good use of their knowledge of letters and sounds (phonics) to read unfamiliar words. There is evidence of some high standards in writing in Key Stage 2. For example, pupils in Year 5 wrote clear recounts of the story of Ali Baba, using a wide-ranging vocabulary and in Year 6, pupils wrote sophisticated reasons for the actions of characters, such as the Big Bad Wolf. Pupils' writing skills are developing well across the school and they use these effectively in other subjects. However, their spelling, handwriting and presentation are more variable and not always as accurate or tidy as they should be. Pupils are articulate and expressive. Younger pupils used their speaking skills well when explaining the order of events in the story of Rapunzel, for example. Pupils' numeracy skills are developed well throughout the school and they apply them effectively in other subjects such as science. Older pupils are confident when using a number of different methods to solve problems involving integers and decimals. Pupils also have well-developed information and communication technology (ICT) skills, which they use effectively, for example when using the internet to research their work.

From lesson observations and the sampling of pupils' work, it is clear that current attainment for the large majority of groups of pupils is above expectations in Key Stages 1 and 2. No groups of pupils are underachieving and disabled pupils and those who have special educational needs are making good progress. The few pupils who speak English as an additional language are also making good progress as a result of effective support. The few gaps in learning for pupils known to be eligible for free school meals have been closed rapidly and they, too, are now making good progress. The progress of the group of higher attaining pupils who were not making sufficient progress in the past is now accelerating rapidly and they are achieving standards that are well above expectations. Nearly all parents and carers believe that their children make good progress and pupils also said they felt they were learning well; these views are endorsed by inspection findings.

### **Quality of teaching**

The quality of teaching is consistently good over time and sometimes outstanding. The best lessons are fast moving, engaging and generate high levels of motivation

from pupils. Teachers use a good range of effective teaching strategies, which match pupils' needs well. This results in pupils learning rapidly in all subjects across the curriculum. The teaching of reading, writing, communication and numeracy is effective and engages pupils' interest well. Teachers make good use of ICT to engage pupils in learning and to illustrate points effectively. Teaching assistants make a strong contribution to learning by supporting individuals and groups of pupils effectively, both in the classroom and in intervention sessions. All teachers have good levels of subject knowledge, including a secure grasp of the teaching of phonics in the Early Years Foundation Stage and at Key Stage 1..

The quality of marking in pupils' books is good and effectively identifies what pupils need to do to improve. Pupils respond to teachers' comments by writing their own. Teaching promotes pupils' resilience, confidence and independence when tackling challenging activities. A strong feature of teaching throughout the school is the way in which the curriculum has been planned to meet the needs of all groups of pupils. It includes exciting enrichment activities that are effective in promoting pupils' personal development, including spiritual, moral, social and cultural aspects. Teaching in the Early Years Foundation Stage is well balanced between activities led by adults and those chosen by the children. Nearly all pupils, parents and carers said they felt that teaching in the school was good, a view supported by inspection evidence. One parent wrote, 'The staff at the school are very professional and helpful and always fully meet my daughter's needs.'

### **Behaviour and safety of pupils**

Most parents, carers and pupils are positive about behaviour in the school. Records show that incidents of disruption and exclusion are not common. The school has supported the very few pupils with challenging behaviour well. Pupils are typically considerate, respectful and courteous to adults and each other and this has a positive effect on their learning. They know what the school expects of them and carry this out conscientiously. Pupils' good behaviour in the classroom contributes strongly to the progress they make. Pupils are enthusiastic learners and thoroughly enjoy learning.

Teachers apply behaviour management strategies consistently, which gives pupils a great sense of security; for example, one Year 6 pupil said 'I always feel I can talk to my teacher if I have a problem.' Most pupils are punctual and attendance is above average. The school is a positive and safe learning environment, with good levels of care and support. The school's anti-bullying policy sets out precise and effective procedures for dealing with bullying. Pupils know clearly how to keep safe and are well aware of internet safety and different forms of bullying, including prejudice-based bullying and cyber-bullying. Parents and carers believe that their children are kept safe in school. Pupils say they feel safe and that there are very few incidents of bullying. The tiny number of racist incidents reported over the last few years has been dealt with quickly and effectively.

### **Leadership and management**

The school is highly committed to improvement and this is seen in the robust and effective way it has tackled any areas of underachievement in recent years. The governing body is highly supportive of the school and has a good understanding of what it needs to do to improve and all staff share the leadership's vision. Nearly all

parents and carers think the school is well led and managed. The school has built on the strengths identified when it was previously inspected and standards have continued to improve since then. The school has improved the quality of academic guidance given to pupils significantly, so that they know how well they are doing and the next steps they need to take in their learning. The school has greatly improved the outdoor learning environment for children in the Early Years Foundation Stage and it is used very effectively. There have been improvements in the monitoring of standards and provision by middle managers, although they and the senior leaders are not at present sufficiently involved in supporting colleagues' continuing professional development. Overall, the school has demonstrated a good capacity for improvement through the robust actions it has taken to address weaknesses and close gaps in pupils' achievement.

The school provides a broad and balanced curriculum, underpinned by well-conceived cross-curricular themes. It includes effective provision for pupils' personal, social and health education. The curriculum supports pupils' spiritual, moral, social and cultural development well, as shown, for example, in a lesson when pupils had to think of the moral dilemmas posed by the stories of the Three Little Pigs and Goldilocks. They wrote down what they thought motivated the characters and whether their motivation was right or wrong. Their responses showed that pupils were both thoughtful and empathetic towards others. Displays around the school show how well pupils' own cultural and ethnic backgrounds are celebrated. The school has made concerted efforts to promote equality, evident in its successful narrowing of gaps, and does not tolerate discrimination of any kind. There is a good emphasis on sustainability and conserving resources, including effective use of energy saving schemes around the school. All safeguarding requirements are met fully. The school has good relationships with nearly all parents and carers and provides a wide range of support for them. Links with the community are strong and several local residents commented positively about pupils' behaviour and contributions. The breakfast club is well run, and parents and carers are highly appreciative of the service it offers.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



6 February 2012

Dear Pupils

**Inspection of Launceston Community Primary School, Launceston, PL15 9AE**

Thank you for welcoming us on our recent visit. This letter is to tell you what we found out. We came to see how well you are all learning and we enjoyed our two days at your happy, friendly school. Thank you for talking to us about your work and what it is like to be a pupil at your school. We were impressed with your good behaviour and polite manners.

You, your parents and carers told us that your school is good and you are right. You are taught well and you make good progress in reading, writing and mathematics. The standards you achieve in these subjects are above average. Teaching is good and your teachers provide you with many interesting and exciting lessons, which you all said you enjoy.

The adults help you to grow up well, to learn how to keep safe and to care for each other. Your teachers and the school's governing body all want to make your school even better. We were impressed with most of your writing, but we did notice that sometimes your spelling, handwriting and the way you present your work is not as good as it could be. We have asked your teachers to help you improve your spelling and handwriting style and give you suggestions about how you can make sure work is neat and well presented. You can help by practising hard and taking care when you write in your books and lay things out neatly. We have also asked the headteacher to give some of your senior teachers opportunities to help the others learn how to be even better teachers and teaching assistants.

For all of you, the important things are to carry on working hard, making your contribution to school life, and to continue growing into caring and responsible young people. You have all our best wishes for the future.

Yours sincerely

Stephen Dennett  
Lead inspector

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