

Illogan School

Inspection report

Unique reference number	111857
Local authority	Cornwall
Inspection number	378376
Inspection dates	28–29 February 2012
Lead inspector	John Cavill

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Nick Hamblin
Headteacher	Simon Hague
Date of previous school inspection	10–11 February 2009
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Age group	4–11
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Introduction

Inspection team

John Cavill

Additional inspector

Anne Newall

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 20 lessons and observed 10 teachers. They held meetings with members of the governing body, the school improvement partner, staff and groups of pupils. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documents, including the school improvement plans and priorities for development. They analysed recent evidence on pupils' progress and performance, checked the procedures to safeguard children and analysed 115 questionnaires returned by parents and carers as well as those completed by staff and pupils.

Information about the school

Illogan School is an average-sized primary school. Virtually all of the pupils are of White British heritage. The proportion of disabled pupils and those with special educational needs is average. The proportion of pupils who are known to be eligible for free school meals is above average. The school meets the current floor standard. The school manages a before-school breakfast club for its pupils.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. The parent/carer who commented that 'Illogan is a fantastic school' reflects the way that parents and carers, pupils and staff feel about this wonderfully cohesive and welcoming community. The school motto, 'Aspire, Believe, Create, Dazzle', pervades everything the school does and is reflected in the improvements made and in the way that the pupils enjoy and are proud of their school. The school is not outstanding as the quality of teaching is not yet first-rate.
- Achievement is good. Pupils make good progress through the school and leave in Year 6 with attainment that is broadly average. The gaps in the progress made by different groups of pupils have largely been eradicated and now all groups, including disabled pupils and those with special educational needs, are making similar progress.
- The quality of teaching is good. The school has secured improvements and this is reflected in the acceleration seen in pupils' progress across the school. Mostly, teachers are encouraging pupils to take ownership of their learning, with clear expectations leading to faster progress. However, not all lessons are providing the required challenge for pupils to reach their full potential, as occasionally the opportunities for independent learning are limited.
- Behaviour and safety are good and are identified by parents and carers, pupils and staff as being strengths. Pupils' behaviour and safety around the school is exceptionally good and pupils interact together very well, indicating their very strong moral code.
- Leadership and management are good. The headteacher provides inspirational leadership to a team of highly focused, professional staff who have secured some substantial and sustained improvements since the last inspection. Teaching has been improved through effective performance review and monitoring procedures, supported by appropriate professional development.

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Sharply focused improvement planning is continuing to ensure improving outcomes for pupils.

What does the school need to do to improve further?

- Raise the quality of teaching and learning and increase the proportion that is outstanding to 50% by December 2012, by:
 - maximising pace, challenge and depth of learning within lessons by establishing clear expectations and success criteria for what pupils should achieve, which is reflected in marking of work that provides clear next-step guidance
 - enthusing pupils and encouraging their independence and creativity in learning by reducing the amount of time spent on whole-class tasks and ensuring that activities provide stimulation and interest.

Main report

Achievement of pupils

When they start in the Reception Year, children have skills that are below the levels broadly typical for their age, especially in communication, language and literacy. Children's progress in the Early Years Foundation Stage is good and this continues through the school, where they reach broadly average attainment by the end of Year 6. Progress has improved since the last inspection and now all groups of pupils are making at least good progress as a result of the improved quality of teaching.

Although attainment in English and mathematics overall is similar, the attainment in writing still trails reading slightly. However, the gap between them is closing rapidly following the concerted efforts to raise the attainment in writing using interventions, including phonics-based programmes, with targeted pupils. Information on pupils' current performance indicates that the progress is accelerating in writing, with pupils attaining at similar levels in both reading and writing this year. This is confirmed by the progress witnessed during the inspection in lessons.

Virtually all of parents and carers who responded to the questionnaire believe that their children are making good progress, a view shared by pupils. Inspectors found that in the large majority of lessons pupils are making at least good progress and in some cases progress was outstanding. However, in a small number of lessons the progress was slowed by a focus on whole-class activities rather than allowing pupils to develop their independent and creative skills. Learning is more effective when teachers captivate the pupils' interest with 'active' tasks that enthuse and excite them to learn independently, as in the Year 6 class where pupils were developing their skills in converting between different monetary units. Progress was good because the activity was both stimulating and reflected real-life situations.

Disabled pupils and those with special educational needs are making good progress

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when measured against their individual starting points. This has been secured with well-focused support and interventions delivered well by teachers and teaching assistants. Pupils' attainment in reading is average and improving, both at the end of Key Stage 1 and by the time they leave the school, a view confirmed from listening to pupils read and by the school's data.

Quality of teaching

The good quality of teaching is resulting in pupils making good progress throughout the school. Children in the Early Years Foundation Stage benefit from good teaching, which has improved since the last inspection and provides a strong foundation for the children, establishing good routines and high expectations.

Teachers generally plan their lessons well, based on a secure knowledge of the pupils' current attainment and prior learning. Activities are designed effectively to meet the needs of all pupils and lessons are delivered at a good pace. Pupils are challenged well and understand what they have to do. As a result, they are well motivated and enthusiastic about their work and make good progress. This is best exemplified in the Year 4 literacy lesson where pupils were writing about the experiences of child evacuees in the Second World War. They were developing their work in groups that reflected their ability, built on the learning undertaken the day before, and were able to work independently and take risks, making good progress. This resulted in work that was of high quality.

In a few lessons where teaching is less than good, pupils are not challenged enough to deepen their learning. In these lessons, activities are largely controlled by the teacher and are very often delivered as a whole-class activity for too long. This has the effect of slowing the pace and limits the opportunity for pupils to demonstrate their independence. In these lessons, expectations are not always clear or specific to individual ability, with clear success criteria which help pupils to recognise when they have achieved the task.

Teachers develop exciting and appropriate activities that meet the needs of all, including disabled pupils and those with special educational needs. The topic-based curriculum provides exciting and well-planned opportunities for pupils to develop their spiritual, moral, social and cultural awareness and is supported with stimulating assemblies and 'Open the Book' which allows pupils to reflect on bible stories. All of the parents and carers who responded to the questionnaire think that their children are well taught and that teaching is developing pupils' skills in the core subject areas well, a view supported by inspection evidence.

Teachers assess pupils work regularly and focus clearly on pupils' targets, but the quality of feedback is variable. Teachers do not always give sufficiently clear and detailed written guidance as to the next steps pupils need to take in order to improve.

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Behaviour and safety of pupils

All parents and carers and almost all pupils who responded to the questionnaire stated that behaviour and safety is good. In discussions, pupils commented that behaviour is very good over time and that they feel very safe and are looked after well. This paints a very accurate picture as they are extremely well behaved, especially at play and around the school. In the large majority of lessons behaviour is good. However, in a small minority of lessons where they are insufficiently challenged, pupils are not encouraged to take responsibility for their own behaviour and rely on the teachers to correct it. This results in a few pupils going off task and making less progress.

Pupils show a great deal of respect for each other and for property. When, for example, they are using the go-karts they share and cooperate, take responsibility for their own safety and show a great awareness of risk. They respond very quickly to instructions from adults and understand the school's behaviour management strategy well.

Great attention is paid to pupils' safety and welfare. All safeguarding procedures are robustly managed. The pupils do not recognise bullying as a problem and they say it is 'non-existent' but also comment that any problems will be dealt with quickly and effectively. There have been no exclusions for the last three years. The before-school breakfast club provides a safe and stimulating environment that is valued by parents, carers and pupils. Pupils are keen to come to school and are punctual. The school has improved attendance by working closely with the parents and carers. This has resulted in attendance improving for the last four years to above average.

Leadership and management

The headteacher provides clear vision to the school and leads an experienced team with energies focused on school improvement. There is a concerted effort by all staff to make improvements sustainable and effective. The enthusiasm that exists and the desire to improve the life chances of the pupils are clear to see and stem from the fact that, at this school, everyone matters. This is reflected in the way that all staff talk about their 'Professional Learning Community' rather than the school. This culture of learning extends to the highly effective partnership that exists with the local academy to support improving outcomes for pupils within the whole area. This link has supported appropriate professional development to improve the quality of teaching, which is recognised as key to improving the school further.

The online system of assessment tracking allows middle leaders to become even more effective in the analysis of data to support their work monitoring and improving teaching in their subject area. This has resulted in an accelerated improvement in progress being made by pupils and is leading to quicker identification of suitable and successful interventions. Leadership and management in the Early Years Foundation Stage is good, leading a strong team to plan and support the development of children in the setting very well, contributing to their good progress.

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The questionnaires from staff indicate that they are overwhelmingly supportive of the leadership at the school and understand what the leaders are aiming to achieve. The governing body provide the leadership team with good challenge and support. They understand the school's strengths and weaknesses and are fully involved in the self-evaluation and improvement planning process. Safeguarding procedures are managed well.

The curriculum provides pupils with a range of memorable experiences, many of which are based in the local community, and is successful in promoting pupils' spiritual, moral, social and cultural development. Opportunity for pupils to develop their understanding of a multicultural society is being supported well, for example, through the residential link with a primary school in Bristol. Topics are continually being revised to improve the delivery of the core subjects, providing a better match to pupils' needs. Leaders, including the governing body, ensure that all pupils have equal access to their learning and tackle discrimination effectively. The school is a very inclusive and cohesive community.

The school's self-evaluation and school improvement plan are focused and effective. The regular monitoring of all aspects of the school ensures that the school is now improving at an accelerated pace. The school's good capacity to improve is shown by a trend of improvement sustained since the last inspection, including improving attendance, the quality of teaching and accelerating progress for all pupils.

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).

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.



1 March 2012

Dear Pupils

Inspection of Illogan School, Illogan TR16 4SW

Thank you for welcoming us to your school recently, talking to us about your work, and telling us about your school and what you enjoy about it. We enjoyed talking to you and would especially like to thank those of you who met with an inspector or completed our questionnaire.

We have judged your school to be good. We found you to be well behaved and respectful of each other. We found that the adults in your school look after you very well and keep you safe, something both you and your parents agree with. We thought that your school motto, 'Aspire, Believe, Create, Dazzle', reflected your school well and we particularly enjoyed looking at your dazzle books and seeing how good you all are.

We have identified some areas that need improvement at Illogan School. These have already been recognised by your headteacher and his team and a start has been made to tackle some of them. We have asked your school to make sure that:

- teachers make better use of time in lessons so you learn more quickly and achieve more
- what is planned for you in lessons allows you to work and learn independently because the activities are exciting
- when teachers mark your work, they tell you what you need to do next so that you can improve.

We really enjoyed coming to your school. You can help it get even better by continuing to work hard.

Yours sincerely

John Cavill
Lead inspector

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