

# Landulph School

## Inspection report

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<b>Unique Reference Number</b>	111954
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	357011
<b>Inspection dates</b>	20–21 January 2011
<b>Reporting inspector</b>	Laurie Lewin

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>	70
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ray Oatham
<b>Headteacher</b>	Beth Worth
<b>Date of previous school inspection</b>	18 June 2008
<b>School address</b>	Landulph Saltash Cornwall PL12 6ND
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## Introduction

This inspection was carried out by two additional inspectors. Eight lessons were observed and four teachers were seen. The inspectors met with pupils, staff, parents, and carers and members of the governing body. The inspectors observed the school's work, and looked at school documentation, including teachers' planning, assessment information and safeguarding policies, and scrutinised samples of pupils' work. The inspectors analysed 41 questionnaires from parents and carers, 11 from staff and 21 from pupils.

The inspectors reviewed many aspects of the school's work and looked in detail at a number of key areas.

- The accuracy of the school's self-evaluation grades in relation to pupils' attainment and progress.
- The accuracy and efficiency of the school's assessment procedures.
- The progress made by higher ability pupils.
- The quality of pupils' writing.

## Information about the school

This is a small school compared to others of the same type. It serves the local village and surrounding area. Its pupils come from a variety of backgrounds. The proportion of pupils with special educational needs and/or disabilities is similar to that found in other schools nationally. The proportion of pupils with special educational needs and/or disabilities varies significantly from year group to year group. The proportion of pupils known to be eligible for free school meals is below the national average. Nearly all of the pupils are White British, with a very small number coming from other ethnic heritages. Pupils in the school are currently taught in three classes. Early Years Foundation Stage children are taught in a class alongside Year 1 pupils.

The school is accredited with several awards, including the Healthy Schools award and the Active Mark award.

**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: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school that ensures pupils do well both socially and academically. There is a happy, vibrant and friendly atmosphere that ensures pupils feel motivated and gain enthusiasm for learning. Since its last inspection, the school has made significant improvement to the attainment and progress of pupils and the resources and facilities available to boost learning.

Pupils' achievement is good. Children get off to a strong start in the Early Years Foundation Stage where they are taught well. Attainment by the end of Year 6 is above average and pupils make good progress as they move up through the school. This good progress is the result of the good teaching and excellent care, guidance and support that pupils receive. Staff know the pupils very well and cater sensitively for all individual needs. Parents and carers have a high regard for the work of the staff, particularly in respect of the support that their children receive. Pupils feel extremely safe in the school and have a very good understanding about how to work and play safely in all situations.

During lessons, all groups of pupils, including higher ability pupils and those with special educational needs and/or disabilities, progress well and show much enjoyment in working with their classmates and adults. Those spoken to showed much pride in their school and mentioned that, 'Teachers makes sure there is always something fun to do every day!'

Pupils do well in all subjects. However, the quality of writing is a weaker element of their work, with fewer pupils achieving the higher levels than in other areas of work. Teachers regularly assess pupils' progress and make good use of the information gained to guide lesson planning so that all groups of pupils are challenged by the work provided. Good curriculum provision ensures that pupils have interesting topics and activities that capture both their interest and imagination. However, pupils do not have enough opportunities to improve their writing by completing extended writing tasks in different areas of the curriculum. The school provides a wide range of well-attended extra-curricular activities. Many parents are involved in helping to run the activities programme. The school has been successful in engaging parents, carers and other partner organisations to help support its activities and events.

Through sports activities and work they do in lessons, pupils know a lot about how to keep themselves healthy and fit. Pupils readily take on responsibilities around the school. Through their active school council and 'eco committee', they also make a strong impact upon improving the immediate school community environment as well as helping the school to find ways of saving energy.

The school is successful because of the strong leadership of the headteacher. She has created an atmosphere in which all staff and governors work energetically together to keep the momentum of improvement moving. The school is fortunate to have a skilled

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group of governors who provide strong support, commit a good deal of their time and closely monitor and evaluate the school's performance.

Over recent years, the school has done much to involve pupils in activities that contribute to and engage the local community, for example the recent invitation for grandparents to come in for lunch with the children. However, overall, the school's planning to show how it will promote community cohesion further is not sufficiently detailed to show how this area will be developed in the future.

Staff and governors work closely together and accurately evaluate the school's performance. They have a clear understanding about what is working well and where improvements can be made. The good track record of improvement, along with the energetic teamwork and strong commitment of the staff and governors, means that the school has a good capacity for sustained improvement.

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

- Improve the quality of pupils' writing by January 2012 by ensuring that there are sufficient good quality opportunities for pupils to hone their skills in extended writing tasks across the curriculum.
- Build on the current success in working with the local community by developing a fully comprehensive plan by July 2011 to promote community cohesion in the future.

### **Outcomes for individuals and groups of pupils**

<b>2</b>
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Pupils achieve well. They thoroughly enjoy school and this is reflected in their good attendance.

Over the last few years, children starting school in the Early Years Foundation Stage have generally shown attainment that is slightly above the expected levels. However, the numbers starting school are relatively small and attainment can vary significantly from year to year. The children make good progress and are currently on track to reach above average levels by the time they start Year 1. The good progress continues across the school. Pupils in Year 6 show good levels of attainment, having progressed well from their starting points. Over the last few years, the school has worked effectively to help pupils with special educational needs and/or disabilities make good, and occasionally excellent, progress.

Pupils become confident and enthusiastic learners. They are good at working together and supporting each other. This was noted in mathematics lessons where, through intensive discussions between partners and groups, pupils worked their way effectively through various problem-solving activities. Similarly, in an English lesson, pupils in Years 5 and 6 usefully compared the structure and vocabulary they each used to complete written work. This approach was clearly helping to build their skills. Nonetheless, writing currently remains the weaker area of pupils' work and is rightly a priority within the school improvement plan.

Pupils' good behaviour is the basis of the good working atmosphere in all classes, with pupils applying themselves diligently. In all classes, pupils are quick to help each other and adults. In this way they successfully contribute to helping the school run smoothly. Older pupils are conscientious in their occasional duties to look after younger ones. Pupils gain a

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good range of basic skills that prepares them well to become successful in the future. However, their knowledge of the world of work outside school is not as extensive as it could be.

Through charity fundraising and themes studied in assembly, pupils gain a sensitive awareness of the world around them. They have a keen understanding of right and wrong. Pupils gain a good understanding of global issues. Through communication and activities with their partner school in Kenya, they gain a good understanding about how people live in other international communities.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The excellent pastoral care in the school contributes strongly towards helping all individuals become happy learners. Staff are vigilant in looking after the pupils and ensuring their safety. They make the greatest possible use of the small school family atmosphere to help all individuals stay on track with both their academic and personal development. Staff show exceptional skill in supporting individuals encountering difficult emotional problems. Strong support for all pupils with special educational needs and/or disabilities ensures that they do as well as their classmates.

Teachers make learning fun in many lessons. They use a good range of resources and different approaches to make work lively and interesting. For example, the use of a

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cartoon version of a story presented on the interactive whiteboard in a Year 6 religious education lesson resulted in much laughter and enjoyment. The skilled work and good deployment of the teaching assistants play a big part in accelerating pupils' progress across the school. Teachers provide tasks that match closely with pupils needs. They have worked hard to embed new assessment procedures and generally use the information well to inform their lesson plans. In the main, pupils have a clear awareness of the aspects of their work that need improvement. In addition, there are examples of good marking of pupils' work to reinforce this. However, occasionally, marking does not give pupils a clear understanding about how they can improve further.

The curriculum provision is well thought out to ensure that pupils have a broad range of interesting work tailored to their needs and interests. Good links are often established between subjects. However, not enough emphasis is placed on giving pupils the chance to produce extended pieces of writing across the curriculum. The school works well with partner organisations to boost pupils' learning. For example, the links with universities are used well to provide extra opportunities for gifted and talented pupils. The school's strong emphasis on sports and music also ensures that pupils do well in these areas.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, staff and governors are passionate about getting the best for the pupils. Their ambitions to drive the school forward are well embedded within all current initiatives. They have a good sense of the main priorities for development and work energetically to progress these. For example, awareness of the current weakness in writing has led to a new initiative to engage pupils further in 'talking activities' to expand their ideas and vocabulary. This is already beginning to make impact on improving teaching and pupils' written work. The headteacher works very effectively to motivate and support the staff. There is a strong feeling of teamwork across the school. Governors are very knowledgeable about the school and work closely with staff to monitor and evaluate the quality of education provided. They have done some particularly good work to obtain significant amounts of grant funding to help improve the school's facilities and resources. In this way, and through on-going good quality provision and outcomes, the school provides good value for money.

The governing body ensures that all statutory areas are fully covered. Robust safeguarding procedures have been established and the school is rigorous in its application of these. The school has also shared its own good practice by providing

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training to other schools in aspects of safeguarding. The school has a full range of policies to underpin its work. However, a few of these are in need of review and updating.

Equality of opportunity is given high priority in the school, with staff alert to ensuring that all individuals have a full range of opportunities to develop their abilities and talents. The school makes good efforts to link with the local community and with communities further afield. The link with the school in Kenya has been especially beneficial in raising pupils' multicultural awareness. Staff have many good ideas about how to further progress work in promoting community cohesion. However, formal planning to draw all of these ideas together is not sufficiently detailed to show how things will progress in the future.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children achieve well and enjoy their time in the Early Years Foundation Stage. Through working alongside the Year 1 pupils, they gain a good level of social awareness from an early stage and show confidence in participating in all activities. They make good progress in learning to read and write. They also make good gains in learning to articulate their ideas. In lessons seen, they behaved well and showed a lively and enthusiastic approach to expressing themselves and joining in all activities. During role play work seen, they showed good imagination and a good ability to share and make choices. The teacher and teaching assistants work well together to support children either in group work or on an individual basis. Activities are provided that match well with children's interests and needs. Both the teacher and the teaching assistants show skill in supporting and encouraging the children. They keep a good balance between helping the children enjoy what they do and impressing upon them the need to follow routines and develop good behaviour and attitudes. The children gain a good understanding of how to work and play safely together. The school has done much in recent times to improve the outdoor facilities and



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resources for this age group and this has expanded the range of activities available for the children. However, planning does not always sufficiently show how the outdoor activities provided link to the different areas of learning for this age group. The class teacher leads and manages this part of the school well. She ensures that well-organised provision helps all of the children make maximum gains through working alongside Year 1 pupils, while at the same time providing a wide range of rich activities specifically planned for this age group. The class teacher keeps clear, good quality assessment records. She uses assessment information well to inform future planning. She has also established clear action plans to show how this part of the school will continue to improve. The headteacher and governors provide strong support for this part of the school to ensure it flourishes.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

There was a high return of questionnaires. Most parents and carers are pleased with the school's work. Positive comments included, 'We are very happy with the care and standard of education', 'Our child enjoys school very much and often talks about the interesting work carried out' and 'Staff are very friendly and welcoming and happy to discuss any issues'. There were a very small number of questionnaires that expressed concern about how unacceptable behaviour is managed. Inspectors checked this area and noted that this is something that the school has worked on in recent times to ensure a consistent approach is adopted with behaviour management. No incidents of unacceptable behaviour were seen in the classroom or playground during the inspection and staff were seen to be managing pupils' behaviour in a positive and well-balanced way.

## Responses from parents and carers to Ofsted's questionnaire

The inspection team received 41 completed questionnaires by the end of the on-site inspection. In total, there are 72 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	68	13	32	0	0	0	0
The school keeps my child safe	28	68	13	32	0	0	0	0
My school informs me about my child's progress	22	54	18	44	0	0	1	2
My child is making enough progress at this school	19	46	20	49	1	2	1	2
The teaching is good at this school	23	56	17	41	1	2	0	0
The school helps me to support my child's learning	16	39	22	54	2	5	0	0
The school helps my child to have a healthy lifestyle	24	59	16	39	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	39	24	59	0	0	1	2
The school meets my child's particular needs	21	51	19	46	0	0	0	0
The school deals effectively with unacceptable behaviour	12	29	26	63	1	2	2	5
The school takes account of my suggestions and concerns	18	44	18	44	2	5	1	2
The school is led and managed effectively	25	61	13	32	1	2	1	2
Overall, I am happy with my child's experience at this school	24	59	14	34	2	5	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and 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 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



24 January 2011

Dear Pupils

**Inspection of Landulph School, Saltash PL12 6ND**

Thank you for making us feel very welcome in your school. You were very polite and friendly and we enjoyed talking to you. We have judged that yours is a good school. Through discussions we had with you and the survey that some of you completed, we can see that you agree with us. Your school has improved since the last inspection.

Here are some of the good things that we found in your school:

- The good provision in the Early Years Foundation Stage gets you off to a strong start at school.
- There are lots of smiling faces when you arrive at school and I can see that you enjoy being there.
- You are fit and healthy and know a lot about how to stay this way.
- Good teaching provides interesting lessons for you so that you progress well through all the year groups in the school.
- Your behaviour is good in all activities in the classroom and in the playground.
- You all have a very full understanding about how to work and play safely. The adults in the school are excellent at taking care of you.
- The headteacher, staff and governors have done a good job of helping the school improve and they are working very hard to make sure it keeps improving in the future.

This is what we have asked the school to do now:

- Improve your writing by giving you more chances to create longer pieces of written work in the different subjects that you study.
- Make a more detailed plan to show precisely all of the activities that you will do as a school to contribute to the local community.

You can play an important part in helping the school to improve by continuing to work hard in all lessons.

Yours sincerely

Laurie Lewin

Lead inspector

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