

# Luxulyan School

## Inspection report

---

<b>Unique Reference Number</b>	111917
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	357003
<b>Inspection dates</b>	15–16 March 2011
<b>Reporting inspector</b>	Paul Sadler

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<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>	60
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maggie Wright
<b>Headteacher</b>	Brian McCaldin
<b>Date of previous school inspection</b>	1 July 2008
<b>School address</b>	Luxulyan Bodmin PL30 5EE
<b>Telephone number</b>	01726 850397
<b>Fax number</b>	01726 850397
<b>Email address</b>	secretary@luxulyan.cornwall.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	15–16 March 2011
<b>Inspection number</b>	357003

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by two additional inspectors. They observed six lessons taught by three teachers and held meetings with staff, members of the governing and a group of pupils. They observed the school's work, and looked at documentation including that relating to pupils' attainment and progress, school development planning and to pupils' safety. The responses to questionnaires completed by pupils and 37 parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of the school's work to improve pupils' attainment and progress, especially in writing.
- The quality of the use of assessment to plan lessons that meet the needs of individual pupils, especially the more able and those at an early stage of learning to speak English as an additional language.
- The quality of self-evaluation and development planning in identifying the correct priorities and measuring progress on their achievement.
- The impact of improvements in provision and leadership and management on outcomes for children in the Early Years Foundation Stage.

## Information about the school

This small primary school serves the village and surrounding rural area. Most pupils are of White British heritage. A small minority are of White European heritage, of which a few are at an early stage of learning to speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average, as is the proportion with special educational needs and/or disabilities. The majority of their needs relate to moderate learning or behavioural difficulties. Children in the Early Years Foundation Stage, for which a new leader was appointed in the summer of 2010, are taught in a class with pupils in Year 1.

**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. A number of key features have improved significantly since the previous inspection. These include pupils' progress, which is now good because the teaching is good. While data must be treated with caution due to the small number of pupils in each year, over the last few years attainment at the end of Year 6 in English and mathematics has been broadly average. There is, however, good evidence from pupils' work and the school's tracking of their progress that those currently in Year 6 are on course to attain high standards. All groups of pupils, including the more able, those with special educational needs and/or disabilities and those who speak English as an additional language particularly those at an early stage of learning English, achieve equally well. Pupils' writing is of especially good quality, reflecting the success of the school's efforts to improve it. Other skills pupils will need in later life are also developing well, although their skills in using information and communication technology are somewhat hampered by dated equipment and slow broadband speed. Leaders rightly have plans to correct this.

Leaders have been successful in improving the quality of provision for children in the Early Years Foundation Stage, which in 2009 was a cause of concern to the local authority. The new leader and her team have created a vibrant, lively atmosphere in which children enjoy learning through play and other varied activities. While most of these, such as those that develop reading and writing skills, are very effective, a few are not as purposeful as they might be.

Pupils enjoy learning through exciting themes such as 'castles and dragons' or 'the rainforest', the latter in preparation for a planned visit to the nearby Eden Project. A notable feature of the good teaching of the mixed-age classes is the way older pupils model good work for the younger ones, enabling everyone to make good progress. Pupils also enjoy a wide range of additional activities. Pupils, supported by a few parents and carers, rightly point out that opportunities to learn music are limited.

Pupils behave well and have an excellent understanding of how to keep healthy and safe. The very large majority say they both enjoy school and feel safe there. This is demonstrated by their above average and improving attendance. They are cared for exceptionally well because staff know each pupil as an individual, and their needs. To quote a typical comment by a parent: 'The school has been absolutely outstanding in supporting my child and addressing their developmental issues.'

Under the effective leadership of the headteacher and governing body, the school has improved steadily. Self-evaluation has correctly identified aspects of the school in need of improvement, and sustained and successful action has had a positive impact on, for example, the teaching of writing and the quality of the Early Years Foundation Stage, thus

**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

raising pupils' achievement. These actions demonstrate the school's good capacity to bring about further improvement.

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

- Consolidate recent improvements in the quality of the Early Years Foundation Stage by:
  - identifying and replicating best practice within and beyond the school
  - ensuring that all planned activities lead to purposeful learning.
- Enhance the development of pupils' skills in using information and communication technology by:
  - ensuring that pupils have access to resources of appropriate quality
  - providing training for all staff in the effective use of the resources.

## Outcomes for individuals and groups of pupils

2

Current pupils, including those with special educational needs and/or disabilities ♦ achieve well because they make good progress. In Years 4 to 6 they can estimate the size of an irregular shape by counting the squares it covers and know that the appropriate units are square centimetres. Handwriting, which is developed from the Reception year, is of the highest quality and much work is beautifully presented. Pupils respond to a challenge, such as to find and use appropriately an alternative to the word, *secretly*. After consulting a thesaurus, a Year 6 pupil replied with 'the jaguar was lurking surreptitiously in the undergrowth'. All pupils achieve equally well, for example a pupil with no knowledge of how to speak English as an additional language ♦ in Year 2 reached average levels of attainment in the English by Year 5.

Pupils behave well and say there is little bullying. Occasional rough play is dealt with effectively by staff. Pupils take plenty of exercise in the extensive grounds and their rural environment, for example by cycling to school after 'Bikeability' lessons. They know the importance of healthy eating and about the dangers of smoking. They make an excellent contribution to the community, especially by caring for younger pupils and by supporting the disadvantaged through charity collection. This, together with their good understanding of other faiths and cultures, contributes to pupils' outstanding spiritual, moral, social and cultural development.

**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

*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>	3
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>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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>1</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?

Assessment is used well to plan lessons that meet the needs of individuals. Work challenges the more able, as when a pupil in Year 3 was exploring multiples of 14. Teaching assistants and other adults provide good support for those who need it, especially when pupils of different ages or attainment are working independently. Plenty of opportunities are provided for pupils to use information and communication technology, but these are sometimes frustrated by shortcomings in the equipment, which some staff lack the skills to overcome. Marking is especially detailed and informative, showing pupils how to improve their work. They know what they need to learn next and are encouraged to find things out for themselves, for example when pupils in Year 3 located their village in an atlas and told the inspector about nearby places where they had played football matches.

An especially strong feature of the good curriculum is the impressive range of activities that take place after school hours. During the inspection one group was learning football skills, another basketball skills from an expert coach, while a third group, with their parents and carers, was learning about a new resource for reading which allows pupils access to books online at home. This latter example reflected the outstanding care, guidance and support that pupils receive. The school has excellent links with external agencies, such as the parent support adviser who ensures that parents and carers new to

**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

the area, or facing challenges, receive all the necessary support to ensure their children achieve well at school.

*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?

Leaders and the governing body have a clear ambition to provide the best possible education for children in the area and to increase numbers in order to ensure viability for the future. A recent increase enabling the pupils to be taught in three classes throughout the week is greatly appreciated by pupils, parents and carers. Monitoring and self-evaluation are effective and have led to considerable improvement, for example in provision for the Early Years Foundation Stage. Development planning is useful and includes measurable criteria for success, although the list of priorities is somewhat excessive. The headteacher leads by example and has also demonstrated the ability to take robust action when required. Subject leadership is effective and has led to significant improvements in teaching and assessment. Under the leadership of the experienced chair, the governing body challenges school leaders to make improvements and supports them in doing so. The equally good achievement of all pupils and the determination to tackle potential discrimination, for example when children of Traveller families attend the school, reflect the school's good promotion of equality of opportunity. Arrangements to keep pupils safe are good and meet all requirements. The governing body gives a high priority to its duty to promote community cohesion. This has been successful locally and internationally; especially, through a range of links with Germany, the German language is being taught in the school. The school has made several attempts to link with schools in different parts of the United Kingdom, but these have met with limited success.

The school has excellent links with parents and carers, for example through a newspaper edited by pupils, and almost all are very supportive of the school. Excellent links exist with other schools and agencies, especially in the field of sport.

**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

*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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children start school with skills and knowledge somewhat below those expected. They make good progress, especially in activities led by adults. An example was seen when the children discussed language associated with beating a drum. They found opposites such as loud and soft and understood terms such as rhythm. They have access to an exciting environment both indoors and, especially, outdoors. By the end of the Reception year their attainment in most aspects of the curriculum, including their social and emotional development, is at or above the expected levels. Children are cared for very well and adults can describe the needs of each in detail. Sometimes, when children choose their own activities, there is insufficient adult guidance and their learning becomes less purposeful, for example when the intervention of one child prevented another from completing their painting.

The recently appointed leader has made great strides in improving the provision and its impact on children's development. With the support of other staff, she has worked with energy and skill. The team has limited training on the most recent developments in early years education and this is reflected in the lower quality of a few of the planned activities.



**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

*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

Over 60% of parents and carers responded to the inspectors' questionnaire, which is above average. All believed their child was safe at school and that leadership and management are good. Almost all believe the teaching is good and that the school helps their child to lead a healthy lifestyle. Inspection evidence supports these positive views.

A few parents and carers feel their child is not making enough progress, or that the school does not help them to support their child's learning. Evidence does not support these views, for example a meeting to explain a new reading project to parents and carers was held during the inspection.

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

Ofsted invited all the registered parents and carers of pupils registered at Luxulyan School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 60 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	54	16	43	1	3	0	0
The school keeps my child safe	23	62	14	38	0	0	0	0
My school informs me about my child's progress	18	49	17	46	2	5	0	0
My child is making enough progress at this school	20	54	13	35	3	8	1	3
The teaching is good at this school	23	62	11	30	1	3	0	0
The school helps me to support my child's learning	22	59	10	27	4	11	0	0
The school helps my child to have a healthy lifestyle	24	65	12	32	1	3	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)	17	46	14	38	2	5	1	3
The school meets my child's particular needs	19	51	16	43	0	0	1	3
The school deals effectively with unacceptable behaviour	12	32	19	51	0	0	1	3
The school takes account of my suggestions and concerns	21	57	11	30	3	8	0	0
The school is led and managed effectively	23	62	11	30	0	0	0	0
Overall, I am happy with my child's experience at this school	27	73	9	24	1	3	0	0

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.**



17 March 2011

Dear Pupils

**Inspection of Luxulyan School, Bodmin PL30 5EE**

Thank you for your warm welcome when we visited your school recently, especially to those of you who gave up your time to speak to me or show me your work. This letter is to tell you what we found.

Yours is a good school. You behave well and make good progress in your work. Your attainment when you leave Year 6 has been average, but is rising. I was especially impressed with your exciting written work and beautiful handwriting. You know a lot about keeping healthy and safe. You look after each other and are concerned about people who are less happy than you are. You get good teaching and have lots of exciting work, such as that on castles and dragons in class 1 or on the rainforest in class 3. Your work is marked well and you know how to improve it. There are lots of activities after school, especially sport. You told me that you have less opportunity to learn music and I agree.

The headteacher and staff lead the school well. They keep you all safe, as you and your parents or carers told me. They care for you very well in other ways, such as by finding the right help for you if you need it. They know what needs to improve and how to do it.

The education for the Reception children has improved a lot recently. I particularly liked their outdoor area. I have asked for a few more improvements so that the children learn even more through their play. I also noticed that your computers are rather old and often stop working, so I am supporting the school's plans to update them.

Wishing you every success in the future,

Yours sincerely

Paul Sadler

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).