

# Ludwell Community Primary School

Ludwell, Shaftesbury, Dorset, SP7 9ND

**Inspection dates** 13–14 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching requires improvement. It has historically been weaker in the upper end of Key Stage 2.
- Pupils' progress and achievement across Key Stage 2 are not as strong as in the Early Years Foundation Stage and Key Stage 1.
- Pupils are not always given enough help to identify their own learning goals and judge for themselves the progress they make over time.
- The headteacher monitors the quality of teaching in lessons, but this has not been sufficiently effective to ensure that teaching helps pupils make consistently good progress.
- Governors' challenge to the headteacher about pupils' levels of achievement has not always been strong enough.
- Pupils' progress in writing is improving as a result of action taken by the school, but remains the weaker area.

### The school has the following strengths

- Pupils achieve well in the Early Years Foundation Stage and through Years 1 to 3.
- Reading is a strong area of the school's work. Pupils read a wide range of books. Younger pupils use their knowledge of letters and their sounds to tackle unknown words.
- Teaching provides good opportunities for pupils to discuss their ideas with each other and develop their thinking.
- Teachers and other adults treat pupils fairly and with respect. Pupils like coming to school a lot and being part of a small community.
- Pupils feel safe, behave well and are keen to do well in lessons. They have considerable confidence in the adults who look after them.
- Governors support the work of the school strongly and ensure that funding is managed well.

## Information about this inspection

- Eight lessons were visited, of which three were joint observations with the headteacher.
- Meetings were held with staff, members of the governing body and groups of pupils.
- The inspector took account of the 10 responses to the online questionnaire (Parent View) in planning the inspection.
- The inspector spoke to parents and carers at the start of the day, observed the school's work, and looked at documents, including the school improvement plan, monitoring documentation, records relating to behaviour and attendance, the school's information on pupils' progress and samples of pupils' work.

## Inspection team

Peter Clifton, Lead inspector

Additional inspector

## Full report

### Information about this school

- This is a smaller-than-average sized primary school with three mixed-age classes.
- Nearly all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is above average. The number supported through school action is broadly average.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- There have been recent staff changes, including reorganisation and a new teaching appointment.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

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

- Ensure teaching, especially in the upper end of Key Stage 2, enables pupils to have a clear understanding about what they need to do to improve their own learning by:
  - providing better information about targets so that pupils across the school can set personal goals, especially in writing
  - giving pupils more opportunities to assess their own work and gain a fuller understanding of the progress they are making over time.
- Improve the monitoring of pupils' achievement by:
  - ensuring the monitoring of teaching by the headteacher through lesson observation and other activities is sufficiently rigorous to ensure that teaching consistently meets the needs of different groups of pupils and promotes good learning
  - ensuring governors check that action being taken to improve teaching leads to pupils making consistently strong progress across different year groups.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children typically start school with skills, knowledge and understanding that are broadly in line with expectations. The school's records show that the children who joined the school in 2011 (and are now in Year 1) made particularly strong progress in writing. The current Reception children have only been in school for a very short time. They choose different activities and play together confidently in the outside area. They express themselves clearly, especially when they want something.
- Attainment by the end of Year 2 shows a trend of improvement and is currently above average. Whilst attainment in reading and mathematics is stronger than in writing, pupils' writing skills are improving strongly. Pupils in Years 2 to 4, for example, made good progress in using connectives and adjectives when writing using the story of *George's Marvellous Medicine* as a stimulus.
- Less-able readers who have just moved into Year 1 are able to use their knowledge of the sounds of letters to read simple words. Those who have just moved into Year 2 persevere well and are reading in line with expectations for the time of the year. Disabled pupils and those with special educational needs read with determination and growing confidence.
- For some time, pupils' progress between Years 2 and 6 has been in line with national expectations. Progress is not yet strong enough to be able to judge achievement as good. The school's tracking shows that most pupils in Year 6 who have just left the school made the expected progress in both English and mathematics. However, the records also indicate that learning dipped recently for a few pupils who are currently at the top end of Key Stage 2. These pupils are now making up any lost ground.
- During the inspection, pupils in the current Years 4 to 6 made good progress in developing their understanding about place value. More-able pupils commented that recent lessons had helped them learn a lot. Disabled pupils and those who have special educational needs made progress similar to other pupils because of the additional support provided.
- Pupils who are provided with additional support through the pupil premium are given extra support to help with literacy and numeracy skills. The school's records show that this has led to a bigger improvement in Key Stage 1 than in Key Stage 2, and that accelerated progress in Key Stage 1 has been made in reading, writing and mathematics.

### The quality of teaching

### requires improvement

- Teaching over time has not been strong enough for pupils in the upper end of Key Stage 2 to promote good achievement. The school's records show that expectations in some lessons have not always been high enough.
- Across the school, activities take place in a positive learning environment and pupils are confident that their views and ideas will be valued. Strategies for setting clear expectations with regard to behaviour, in fostering good relations and tackling discrimination are firmly established.
- Teaching demonstrates secure subject knowledge including how to develop pupils' literacy and numeracy skills. Marking in the pupils' Big Write books is helpful and identifies how improvements can be made. Marking in mathematics is not as well developed.

- Pupils have some information which they can use to decide for themselves what they need to do to improve. However, this is not a consistent feature in all classes or lessons. Older pupils, in particular, do not have a detailed enough understanding of how well they are doing over time and what they need to do to improve aspects of their work. Strategies for the pupils to develop these skills, for example through assessing each other's work or through looking at modelled writing, are underdeveloped.
- Teaching successfully uses a range of different approaches to engage the pupils in learning. The use of discussion across the school to help the pupils to share their ideas with each other and clarify thinking is a strength. Other examples observed during the inspection include the use of role play to explore the character of Mrs Twitt from the book by Roald Dahl, and effective groupwork in mathematics.
- Although planning seen was typically targeted to meet the range of needs of pupils in different lessons, there are occasions when learning slows, for example when too long is spent going over straightforward tasks.
- Support for disabled pupils and those with special educational needs ensures that they are able to successfully learn alongside other pupils. For example, in a lesson on addition, pupils used number squares confidently to help with calculation and additional help was provided quickly for any pupil that was stuck.

### **The behaviour and safety of pupils are good**

- The pupils' positive attitudes to learning are seen in the way pupils listen carefully in class and work together in groups. They understand the systems for managing behaviour and respond positively to requests by teachers.
- Staff and parents and carers who expressed a view about behaviour indicated that this was a strength of the school. Similarly, pupils report that lessons are hardly ever disrupted by any poor behaviour. Pupils are sensible and well mannered.
- The positive ethos in the school is very evident when the pupils arrive and congregate together. They feel very safe and well supported. Attendance is regular; it is above the national average. Parents and carers comment, for example, that they have found it a friendly and supportive school.
- The behaviour logs provided by the school indicate that there are a few incidents of unkindness but that these are uncommon. Pupils confirm that any bullying is rare and quickly dealt with by staff in the school. They are aware of the different forms of bullying including those through the use of mobile telephones or the internet.
- The behaviour and safety of pupils are not outstanding because there are a few pupils who do not fully engage in their learning.

### **The leadership and management require improvement**

- The headteacher has the support of staff to improve the quality of provision. Parents and carers indicate that they would recommend the school to others.
- Improvement plans are securely based on an analysis of strengths and weaknesses. Changes made to improve the quality of writing are leading to improvement. However, implementation has not been fully effective, and there remains more to be done,

particularly in the use of pupil targets.

- The school's records of the monitoring of teaching show that strengths and weaknesses are assessed and shared with staff; this was confirmed through joint lesson observations carried out during the inspection. This process is now having a positive impact on the quality of teaching, although more needs to be done to ensure teaching is consistently good across the school. Planning to provide additional support for staff is securely based on an analysis of individual need. The local authority has provided effective support to the headteacher in monitoring and evaluating the work of the school.
- The headteacher monitors the progress of different groups in the school, for example, through the use of data and by sampling pupils' work. These activities have been used to hold staff to account for the progress made by the pupils in different classes. Evaluation includes an analysis of the impact of the pupil premium funding. However, equality of opportunity for different pupils is not yet good because provision at the upper end of Key Stage 2 is not consistently strong enough.
- The curriculum has an appropriate focus on building key skills in literacy and numeracy. Since the previous report, there have been successful developments in literacy which have helped the pupils to improve their spelling, punctuation and presentational skills. Reading is now a strength. While more remains to be done, the school demonstrates the capacity to improve.

■ **The governance of the school:**

- Governors have a clear understanding of the school's strengths and weaknesses and what needs to be done to secure further improvement.
  - Over the past year they have developed their role in providing challenge to the headteacher to improve pupils' achievement. This includes having an understanding of achievement and progress data. However, they have not yet been sufficiently rigorous in ensuring that improvements in teaching have accelerated pupils' learning in all year groups.
  - The governing body has been robust in tracking the school's use of funding and planning for the future.
- Pupils' spirituality is promoted well in assembly through opportunities for prayer and reflection. The school promotes an appreciation of local culture and an understanding of others from different ethnic backgrounds.
  - Statutory requirements relating to safeguarding are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	126271
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	406351

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>	61
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bob Thackray
<b>Headteacher</b>	Suzanne Evans
<b>Date of previous school inspection</b>	8–9 December 2010
<b>Telephone number</b>	01747 828519
<b>Fax number</b>	N/a
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