

# Leedstown Community Primary School

Townshend Road, Leedstown, Cornwall, TR27 6AA

**Inspection dates** 11–12 July 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- The new headteacher has introduced effective systems that mean all pupils are making good progress, including more-able pupils.
- Attainment has continued to improve at Key Stage 2 so pupils achieve well in English and mathematics. There have been rapid improvements in the attainment of pupils at Key Stage 1.
- The school is a thriving community where pupils of all ages get on well together. Their behaviour is good. Pupils say they feel safe because their teachers care for them.
- Parents and carers have good opportunities to work with the school to improve their children's achievement. They are pleased their children are happy at school.
- Children joining the Early Years Foundation Stage settle well and make good progress so they are well prepared for Year 1.
- Teachers work together as a strong team, determined to develop the school together. They have high expectations in lessons and provide good opportunities for pupils to learn in groups and by solving problems.
- Members of the governing body use their growing expertise to maintain a sharp focus on pupils' achievement.
- The curriculum has been well planned so pupils have regular opportunities to go on interesting visits. Follow-up activities in school encourage them to write well. The variety of activities supports their personal development well.

### It is not yet an outstanding school because:

- Teachers plan activities at different levels for the pupils in their class but sometimes they wait too long before introducing them and this delays the best progress.
- Teachers generally question the whole class rather than asking individual pupils questions they know will be more of a challenge.
- Teachers notice when pupils do not understand new learning but they do not always re-explain it in full.
- There are good arrangements for developing pupils' literacy skills, in a range of subjects. There is no comparable policy for developing pupils' numeracy in the same way.

## Information about this inspection

- The inspector observed learning in seven lessons taught by four teachers. Three of these observations were conducted jointly with the headteacher.
- Meetings were held with representatives from the governing body, the headteacher, teachers and groups of pupils. The lead inspector spoke to a representative from the local authority.
- There were 23 responses to the online questionnaire (Parent View) and the inspector took account of the views of the parents and carers she met at the school.
- The inspector looked at various documents, including the records of pupils' progress, the school's self-evaluation, behaviour and attendance records and safeguarding procedures.

## Inspection team

Juliet Jaggs, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Leedstown Community Primary School is smaller than most primary schools.
- The majority of pupils are of White British heritage. The proportion of pupils using English as an additional language has increased since the previous inspection so that numbers are now similar to those found nationally.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is below average. There are no pupils from service families or in the care of the local authority at the school.
- The proportion of disabled pupils and those with special educational needs supported at school action plus or with a statement of special educational needs is below average. The proportion of pupils receiving support at school action is also below average.
- Pupils are taught in three mixed-age classes. Children in the Early Years Foundation Stage learn in a mixed group with pupils in Year 1.
- There have been two headteachers since the previous inspection. The current post holder joined the school as acting headteacher in September 2012. This was confirmed as a substantive appointment the following month.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve the quality of teaching so that more of it is outstanding by ensuring that teachers:
  - introduce the activities they have planned for different groups of learners as soon as possible after the lesson has begun so that pupils are challenged to make better progress quickly
  - ask questions of individual pupils during class discussions to ensure pupils have plenty of opportunities to explain their learning
  - give full explanations when they realise pupils have not understood something.
- Introduce a coherent calculation policy so that teachers develop pupils' knowledge and understanding of mathematics consistently throughout the school.

## Inspection judgements

### The achievement of pupils is good

- Pupils did not immediately make better progress in the year following the previous inspection. Developments have been gathering pace since then so there has been sustained improvement in the attainment of pupils in Key Stage 2 so that it is now above average in English and mathematics. Pupils throughout the school make good progress and the attainment of pupils in Key Stage 1 has greatly improved, especially the proportion of more-able pupils attaining higher standards.
- Pupils make good progress because they are encouraged to think for themselves and learn by making deductions. For example, pupils in Year 2 made good progress understanding their six times table when they were challenged to find a pattern using their knowledge of the three times table and the principle of 'doubling'.
- Children join the Reception class with a narrower range of skills than those usually expected of children of the same age. They are quickly involved in making decisions about their learning so they are well motivated to pursue their interests. For example, children made good progress learning about symmetry as they designed a flower pattern for the pirate bandanas they wanted to make. Their progress is good and they are well prepared for Year 1.
- Parents and carers are committed to helping their children learn to read so they support the school by reading at home and pupils in Year 1 do well in the phonics screening check. Parents and carers say they have noticed significant improvements in their children's confidence in reading.
- The school is determined that all pupils have an equal chance to achieve well so they make effective use of extra support to ensure all pupils are confident to learn in class. Good contact with the Lithuanian community means that these pupils with English as an additional language settle well and make good progress. Pupils known to be eligible for pupil premium funding make good progress and there are no gaps between their levels of attainment and those of their peers. Disabled pupils and those with special educational needs make similar progress to that of their peers because they are secure in their relationships with staff and they are willing to ask for help if they need it.

### The quality of teaching is good

- Teachers prepare a good range of activities for the different groups of learners in the class. Occasionally these are introduced too late in the lesson so pupils have to wait for activities that challenge them to make better progress.
- Teachers are alert to what some of them refer to as 'good mistakes' – signs that pupils do not understand new learning. Teachers usually respond well when they detect these misconceptions so they adapt tasks or spend time supporting individual pupils as they overcome these difficulties. There are times when this is less effective because teachers help pupils complete tasks rather than help them fully address gaps in understanding, some of which have arisen because of differences in the way mathematics has been taught before.
- Teachers make sure that pupils know how to achieve well. They promote discussions that help pupils create their own checklists so that they know what they are aiming to learn about as they begin a task. Teachers use a variety of questions to check that pupils recall information or that they can explain new concepts. Most pupils are keen to contribute but teachers usually only ask pupils with their hands up to respond so some pupils are not challenged to make better progress by participating in dialogue with the teacher.
- Teachers prepare effective activities that help pupils learn by gathering information in groups. Once pupils have shared ideas, teachers use this information skilfully to develop pupils' understanding of new principles. For example, pupils in Year 6 made good progress learning how to write an effective counter argument about the impact of tourism. Once they had

categorised their points 'for' and 'against', the teacher was able to help them understand which connectives were most appropriate for linking up contrasting points of view.

- A new marking policy was introduced following the recommendations made at the time of the previous inspection. Pupils respond well to these 'Wow' and 'Now' principles so they know what they have done well and what they need to do to improve. The new headteacher has refined the policy still further so that pupils have regular opportunities to follow up on the written guidance they receive and make more progress by completing their corrections.

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

- The school promotes good relationships so pupils of all ages mix together extremely well; younger pupils are often invited to join in the games of older pupils at break times. Behaviour records over time show that pupils are very well behaved. A few parents and carers commended the way the school had supported them as they made behaviour management strategies consistent between home and school so that their children are more settled.
- Pupils say that they feel safe because they know their teachers look after them well. The school has been careful to ensure that pupils understand about discrimination as well as different types of bullying, including cyber bullying. Pupils say that on the very rare occasions when there is bullying, staff have taken swift and effective action to prevent it happening again. Pupils benefit from attending workshops that help them to manage the risks specific to the local area. For example, they have a good understanding of beach safety. Parents and carers agreed that the strength of the school community helps their children feel secure.
- Pupils have good attitudes to learning. There is a growing emphasis on them developing the ability to persevere when tasks are difficult. This is having a positive impact on their approach to solving problems. For example, two groups of pupils in Year 5 were intrigued by the contrasting strategies they had used in reaching the same conclusion to a mathematics problem.
- Pupils know how well they are doing because of the consistent use of target cards in all subjects. Most of them are keen to monitor their progress but there are some who do not take as much responsibility for developing their learning, such as contributing to class discussions. This means that overall their attitudes to learning are not outstanding.
- The school has forged strong links with the Lithuanian community so that these pupils now have a positive attitude towards the school. Their attendance has improved as a result and overall levels are now in line with the national average.

### **The leadership and management** are good

- Following on from the positive start made by her predecessor, the new headteacher has made a significant impact on improving the school quickly. Her skilled leadership means that she has identified the higher expectations necessary to improve pupils' achievement and the quality of teaching. Her strong sense of collaboration means morale is high and the whole school shares her commitment to achieving these ambitious standards. The school development plan is sharply focused on sustaining the emphasis on these targets. All staff understand their role fulfilling these aims because they are routinely involved in reviewing the extent to which the school is improving.
- Monitoring is rigorous so the headteacher has an accurate view of the effectiveness of the school. The introduction of a new system for managing information about pupils' progress means that teachers monitor the achievements of the pupils in their class on a regular basis. They are robustly held to account for the impact of their teaching in addressing any signs that individual pupils may be at risk of failing to meet the high standards they have been set.
- The curriculum is skilfully planned so that pupils enjoy stimulating practical activities which motivate them to learn well in class. The introduction of the 'Talking and thinking' box in the

Early Years Foundation Stage gives children more formal opportunities for planning their learning. Managers monitor the children's suggestions to ensure there is a good mix of adult-led and child-initiated activities.

- Visits to local places of interest inspire pupils as well as giving them a good sense of their local heritage. Teachers draw on these shared experiences to set high expectations for pupils' literacy development. For example, pupils in Year 3 knew they had to write detailed descriptions about the quetzals and toucans they had seen on a recent trip. The strong links in the curriculum meant that in another lesson, pupils in Year 4 learnt how to talk about these birds in French. There are not such well-coordinated plans to promote pupils' numeracy development and a few pupils are confused by the differences in teaching methods as they move up the school.
- The curriculum promotes pupils' personal development well. Pupils have numerous opportunities to work in groups and to enjoy sport and music.
- There are good opportunities for parents and carers to collaborate with the school so that there is continuity in their children's learning. For example, parents and carers of children in the Early Years Foundation Stage were able to use their 'Home-school book' to follow the principles they had seen during the 'Big Maths' workshop in school.
- The local authority has worked in partnership with the headteacher to set the high standards in teaching necessary to secure pupils' high attainment. The school has also taken advantage of training opportunities to develop teachers' expertise in mathematics and to improve financial management so the budget is balanced.
- **The governance of the school:**
  - There have been a number of changes to the governing body since the previous inspection. Those who serve on it now are keen to develop their expertise and they are taking advantage of a variety of training opportunities. They work closely with the headteacher to create systems that sustain the focus on pupils' achievement in governors' meetings as well as during their frequent visits to the school. They know about the current targets to ensure that pupils make good progress and they are able to interpret the data so they know the extent to which the school is being successful. They are increasingly aware of how this information is used to manage teachers' performance and to ensure the quality of teaching corresponds to teachers' pay awards. Members of the governing body have a good understanding of the information about the achievements of different groups of pupils. They have challenged the school to ensure that pupil premium funds are used effectively in providing targeted support for the pupils who are entitled to it. Arrangements to safeguard pupils' welfare are well managed in school.

## 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>	111811
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	412273

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>	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Jenkin
<b>Headteacher</b>	Nicola Neale
<b>Date of previous school inspection</b>	29–30 June 2010
<b>Telephone number</b>	01736 850242
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