

Landewednack Community Primary School

Beacon Terrace, The Lizard, Cornwall, TR12 7PB

Inspection dates 5–6 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Pupils throughout the school make good progress and there has been a continued improvement in the proportion of pupils who attain well in national tests.
- Teaching is consistently good and lessons are active and enjoyable. Teachers plan imaginative activities that help pupils learn by applying their knowledge in realistic situations.
- Senior leaders and members of the governing body have an accurate view of the school's strengths. They have made the development needs of the staff a priority so that they fulfil their roles well. Staff morale is high.
- Sport is of a high standard and has a positive impact on pupils' determination to do well.
- Pupils' behaviour is good and their attitudes to learning are strong. They work hard in class and enjoy being challenged.
- Children joining the Reception class settle quickly. Their development is good and they are well prepared for Key Stage 1.
- The school plays a key role in the local community. It takes advantage of its setting to provide pupils with a good variety of learning experiences that support their personal development well.
- Pupil-premium funding is used effectively to help eligible pupils do well. Gaps between the attainment of this group and that of their peers narrowed considerably last year.

It is not yet an outstanding school because

- Not enough teaching is outstanding because some teachers are slow to notice when pupils are ready to move on to a more difficult task. Occasionally they do not explain new ideas clearly when pupils need extra help.
- Pupils do not have enough chances to act on the advice they are given in their books.
- Pupils are not always sure how they should write well in response to a task.
- Improvement planning has not had a more positive impact on realising the school's ambition to be outstanding because targets are not precise enough.

Information about this inspection

- The inspector observed learning in seven lessons taught by five teachers. Two 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 also met with a representative from the local authority and the Southerly Point Co-operative Trust.
- There were 46 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

- Landewednack Community Primary School is smaller than most primary schools. It has grown in size since the previous inspection and there are now four mixed-age classes. Children in the Early Years Foundation Stage learn in a mixed group with pupils in Year 1.
- The school is part of the Southerly Point Co-operative Trust that links schools on the Helston and Lizard areas.
- The majority of pupils are of White British heritage.
- 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 in the care of the local authority at the school.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is a children's centre next door which is run by the governing body that did not form part of this inspection.

What does the school need to do to improve further?

- Improve the proportion of outstanding teaching so that more pupils reach the highest standards, especially those in Key Stage 1, by making sure that:
 - teachers respond quickly when pupils show that they are ready to move on in their learning
 - all teachers ensure that pupils understand how to complete creative written tasks accurately before they begin
 - teachers and teaching assistants simplify explanations and use a variety of means to help pupils overcome difficulties more quickly
 - pupils have more opportunities to respond to the comments made by teachers when they mark their books.
- Improve the effectiveness of leadership and management by making sure that there are targets that can be measured in the school improvement plan so that members of the governing body are able to hold leaders to account for more rapid school improvement.

Inspection judgements

The achievement of pupils

is good

- Pupils throughout the school make good progress because teachers draw on pupils' experiences to create imaginative activities that encourage them to solve realistic mathematical problems and to write at length. As a result, the proportion of pupils achieving well in national tests in English and mathematics has continued to rise over the last three years. Pupils' good progress is reflected in the above-average numbers achieving the higher standards at the end of Year 6, greater than the number exceeding expected standards by the end of Year 2.
- Strong collaboration with the Nursery next door means that children joining the Reception class are better prepared for the start of school than they were at the time of the previous inspection. Their skills are now similar to those of children the same age, apart from in mathematics.
- Children in the Early Years Foundation Stage develop well because teachers make sure there is a good balance between activities that are specially prepared for them and opportunities for them to learn from pupils in Year 1, who are keen to set a good example.
- Pupils make good progress in early reading because they are so well known by their teacher that they are each given different words that test them to apply their knowledge of phonics (letters and the sounds they make) on a daily basis. Pupils in Year 1 achieved above-average scores in the phonics screening check.
- In last year's national tests, the gap in attainment between Year 6 pupils who benefited from the pupil premium and other Year 6 pupils narrowed significantly in reading and mathematics so that both groups achieved similar standards. Nevertheless, a few pupils entitled to receive the pupil premium were still over a year behind in writing.
- Disabled pupils and those who have special educational needs make good progress because teaching assistants take advantage of training about how to provide specialist support. Their expertise helps these pupils grow in confidence to want to explore new ideas for themselves. The parents of disabled pupils and those who have special educational needs praise the school for the excellent support their children receive.
- Pupils' achievement in physical education is good because teachers' expectations in lessons are high and pupils are learning to perform skills of a good quality. The school promotes equality well and all pupils are encouraged to compete in local sporting events. Able pupils do well and those with lower levels of fitness take pride in achieving personal goals and representing the school regardless of where they finish in the competition.

The quality of teaching

is good

- Learning in Key Stage 2 is of a consistently good quality because teachers use their good subject knowledge to set new challenges for more-able pupils as soon as they complete tasks successfully. For example, pupils in Year 5 made good progress solving problems about area when their teacher encouraged them to apply their knowledge in answering a puzzle comparing the area within a rectangle with that in a circle.
- This is not as effective in Key Stage 1, where teachers sometimes remain with particular groups for too long so they miss the signs that other pupils are ready to move on more quickly.
- Teachers and teaching assistants use classroom discussion effectively so they recognise when pupils are unsure about new learning. Their questions usually help pupils overcome the difficulty but there are times when they continue to talk through the idea and this over-complicates their explanation. Pupils take longer to understand because adults do not use the variety of resources available to them to help them simplify their point.
- Teachers have high expectations and they respond effectively if they detect signs that learning is not of a good quality. For example, pupils in Years 4 and 5 improved their account of the events at a 'crime scene' when the teacher made it clear how to write more dramatically. This was closely linked to pupils' learning about time connectives so they were immediately sure of the

specific changes they needed to make to the vocabulary they had chosen.

- Occasionally teachers overlook the grammatical features of a specific piece of prose. Although pupils are highly motivated and write creatively, sometimes they find out too late that their writing would have been improved had they included certain forms, such as rhetorical questions, for example.
- Teachers assess pupils' progress accurately so they plan activities that are closely suited to learners' needs. These tasks develop logically within lessons as well as from one lesson to the next so that progress is sustained. For example, following on from a group discussion about the style of language appropriate for advertisements in one lesson, pupils in Year 5 and 6 were able to apply their knowledge of the features when they created their own 'voice-overs' in the next.
- The school continues to improve its marking policy and has only recently adopted a 'Wow – Now' policy. Teachers routinely praise the 'Wow' elements in pupils' books and most include a 'Now' development point. This has been used effectively to help disabled pupils and those who have special educational needs learn how to set out calculations accurately so they have more success completing number problems. It is not yet consistent for all pupils so they do not have enough routine opportunities to act on guidance to improve their work.

The behaviour and safety of pupils are good

- Pupils have good attitudes to learning. They use their initiative to discuss tasks together and little time is lost in beginning activities. Pupils respect and trust their teachers so they are keen to test their level of understanding by checking new ideas with them. They refer to the various systems that help them understand their current level of attainment and they have a responsible attitude to pursuing their targets for improvement.
- The school fosters good relationships between pupils so they learn that there are those among them who have particular emotional needs that can lead to behavioural difficulties. The school works closely with these pupils and their families to help them overcome these issues, and other pupils celebrate their success.
- School records show that behaviour over time is good and there are very few occasions when lessons are disrupted. Pupils admit that behaviour is not outstanding because some of their peers find it hard to keep their boisterous behaviour in check in the dining room and the playground. Parents agree that pupils' behaviour is good.
- Pupils say that they feel safe and they know how to keep themselves safe in different situations such as when they are on the internet. Older pupils play their part in helping others feel safe within the school community, fulfilling roles as 'Playground Pals' and 'Junior Road Safety Officers'. They have a good understanding of the many different forms bullying can take and they know what to do if it occurs. Such instances are rare and parents agree that they are well managed by the school.
- Attendance is improving and is now broadly average. Senior leaders have taken effective steps working with families to bring about regular attendance and to make sure pupils are punctual to school.

The leadership and management are good

- As more pupils join the school each year, leaders and members of the governing body make sure that management systems are adapted to meet their needs and the school continues to improve.
- The headteacher has been instrumental in uniting a loyal team proud to be associated with the school. Parents, teachers and representatives from local businesses are keen to play their part enhancing pupils' experiences. This places the school at the heart of the local community where pupils' involvement in musical events and festivals supports their cultural development well.
- Teachers and teaching assistants are encouraged to use their flair to take advantage of the local

environment and create an engaging curriculum that stimulates pupils' interest. They draw on their own involvement in local organisations so that pupils enjoy extremely worthwhile opportunities that give them a good sense of their Cornish heritage. The particular emphasis on pupils' responsibilities to one another in a seaside community promotes their social development well. For example, representatives from the Royal National Lifeboat Institution are invited to organise orienteering activities that encourage pupils to help one another navigate safely along the coastline.

- Leaders have an accurate view of the school's work but the targets in the development plan are not specific enough to drive the more rapid improvements that would lead to outstanding pupil achievement.
- There is overwhelming approval for the school among parents, who are well prepared to help support their children's progress at home. For example, pupils' reading diaries include detailed commentary that show parents are able to reinforce the reading skills learned in the classroom. Parents comment on the impressive way the school helps their children brave outdoor challenges, such as windsurfing, and the extent to which the resilience they learn in these situations gives them the determination to achieve well in the classroom.
- The school's membership of the Southerly Point Co-operative Trust is being used to good effect to improve pupils' achievement. School leaders use partnerships with local primary schools to develop their assessment practice so that pupils have an accurate view of their level of attainment and of what they need to do to improve. The primary school sport fund is being used effectively to establish links with specialists from the local secondary school to develop teachers' expertise.
- Representatives from the local authority have supported the school in making effective use of the information collected about pupils' achievements. Teachers use these systems to monitor pupils' learning well.
- The school is determined that there is no discrimination so teachers intervene quickly if they suspect any pupil is not maintaining good levels of progress. Where pupils are provided with additional support individually or in small groups, teachers continue to check and adjust these programmes to enable pupils to make maximum progress.
- The governance of the school:
 - Members of the governing body are committed to developing their expertise. They regularly attend training courses so they have an increasingly accurate view of the standards expected in schools. More of them are now able to judge the quality of the provision and the impact on pupils' achievement objectively. For example, they correctly identified priorities for improving pupils' attainment in writing. In conjunction with the headteacher, the Chair of Governors has made sure that a systematic timetable for governor visits is incorporated in the termly monitoring schedule. Governors are developing an independent view of the features of teaching, including the benefits of active learning and the effectiveness of marking and assessment procedures. They are aware of how teachers take responsibility for promoting pupils' progress in line with their individual performance management targets. The headteacher has used this information to restrict pay progression and has managed underperformance robustly yet sensitively.
 - Finances are well managed. Those responsible for overseeing the use of pupil-premium funding check the information about pupils' achievement to make sure that this money is being well spent. Decisions about the allocation of primary school sport funding have also been effective in raising the already high standards in physical education. Members of the governing body bring considerable professional expertise to managing their duties about pupils' welfare. They conduct their own audits on a routine basis and ensure that statutory safeguarding requirements 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

Unique reference number	111814
Local authority	Cornwall
Inspection number	428841

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	100
Appropriate authority	The governing body
Chair	Alix Lord
Headteacher	Sue Wilson
Date of previous school inspection	13 November 2008
Telephone number	01326 290337
Email address	secretary@landewednack.cornwall.sch.uk

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