

Luxulyan School

Luxulyan, Bodmin, PL30 5EE

Inspection dates

27–28 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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:

- Leaders have not taken effective enough actions to improve the quality of teaching, especially in mathematics in Years 3 and 4. Recent actions that have been taken have not been operating long enough to secure pupils' good achievement.
- Pupils' progress in mathematics has improved but is not yet consistently good across all years. This has resulted in a gap in attainment at the end of Year 6 between English and mathematics.
- The most-able pupils are often not being challenged by being given hard enough work to do.
- Teachers are not checking pupils' correct use of phonics (the sounds that letters make) to help them with their reading and writing.
- Teachers do not routinely highlight mistakes in pupils' work or insist that pupils write using good quality handwriting.
- Leaders and governors do not all contribute as well as they could to identifying what the school does well, and what it needs to improve most.
- Leaders, including those responsible for subject areas, are not monitoring the quality of teaching and pupils' achievement closely enough to check if their actions are effective.
- Governors are not holding school leaders sufficiently to account in ensuring that all pupils achieve well.

The school has the following strengths:

- Children settle quickly in the Early Years Foundation Stage. They enjoy learning and achieve well because the provision is good.
- The quality of teaching in Year 6 is particularly effective and is helping pupils to make up for their previous slower progress.
- Pupils who join the school part-way through the year are welcomed and settle quickly, reflecting the school's inclusive ethos.
- Pupils' behaviour is good, they are keen to learn and pupils say they feel safe and secure in school. Their attendance has improved and is now above average.
- The school promotes pupils' spiritual, moral, social and cultural development well through a range of community events, as well as through subjects and other activities.

Information about this inspection

- The inspector visited nine lessons and observed three teachers including some small-group teaching of phonics by teachers and teaching assistants. The headteacher joined the inspector to observe two of the lessons.
- The inspector looked at pupils' work in their books, and spoke to some about their work and other aspects of school.
- The inspector held meetings with the headteacher and other members of staff regarding pupils' progress in literacy and numeracy and the progress of disabled pupils and those with special educational needs.
- The inspector examined a range of school documentation including records of the quality of teaching, the school's data on pupils' progress, the school improvement plan and records of behaviour, attendance and safeguarding.
- A meeting was held with two members of the governing body, and with a representative of the local authority.
- The inspector took account of the 22 responses to the online questionnaire, Parent View, the 11 responses to the staff questionnaire and two letters sent to the inspector by parents and carers during the inspection. The inspector also spoke to some parents and carers at the end of the school day.

Inspection team

John Cavill, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school with small year groups.
- Children in Reception are taught in class 1 in the same class as pupils from Year 1. Pupils in Years 2 and 3 are taught together in class 2 and pupils in Years 4, 5 and 6 are taught together in class 3.
- Almost all pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is well below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those who are looked after by the local authority and those with a parent or carer in the armed services, is below average.
- In 2013 the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who join the school at times other than would normally be expected is very much higher than the national average. This has resulted in approximately one third more pupils now on roll when compared to the time of the previous inspection in 2011.

What does the school need to do to improve further?

- Improve the quality of teaching and learning, especially in mathematics in Years 3 and 4, to raise pupils' achievement and close the gap that exists with English by ensuring that teachers:
 - apply the same good practices in English to accelerate pupils' progress in mathematics
 - plan lessons with tasks to challenge pupils' abilities, especially the most able
 - insist on good quality handwriting
 - mark pupils' work accurately so that all mistakes are highlighted to eliminate any misunderstanding for pupils.
- Improve pupils' achievement in phonics by ensuring teachers more rigorously check that pupils are able to use the correct sounds the letters make to better support their reading and writing
- Improve the effectiveness of leadership and management by:
 - ensuring that leaders and managers at all levels, including governors, contribute to checking the work of the school to help it improve
 - leaders, including those responsible for subject areas, taking more effective actions to improve teaching and pupils' achievement, through more rigorous monitoring
 - developing governors' skills to make sure they are better able to hold school leaders to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement and progress in mathematics in Years 3 and 4 have not been good enough for some time and have been substantially less than good enough for reading and writing.
- Over time too few pupils have made or exceeded the expected rate of progress in mathematics by the end of Key Stage 2. This improved in 2013 largely due to better teaching in Year 6. The proportions of pupils who made or exceeded the expected rate of progress, from their starting points in Year 3, was similar to the national averages in reading, writing and mathematics. However, due to weaker teaching in Years 3 and 4, attainment in mathematics at the end of Key Stage 2 remained lower than in both reading and writing.
- An analysis of pupil progress data at the school indicates that progress in mathematics made by pupils currently in Years 3 and 4 is not good enough and, as a result, standards in mathematics across Key Stage 2 remain behind those in English.
- A scrutiny of current pupils' work indicates that progress in mathematics has started to improve since the beginning of the term following a restructuring of mathematics teaching into ability groups. The most-able pupils are not achieving as well in mathematics as in English. This is because teachers are not always planning hard enough work for them to complete.
- Most children that join the school in Reception have skills and understanding that are typically similar to those that would normally be expected for their age. However, these varies between the different year groups and are often noticeably weaker in children's literacy and numeracy. Good arrangements to support children when they start school and effective teaching mean that most children make good progress in the Early Years Foundation Stage.
- Results of the Year 1 phonics screening check have been below the national average for the last two years. The school has introduced a new teaching programme to support this and early indications are that it is having a positive effect. However pupils in Key Stage 1 were not all able to read aloud words correctly using the phonic sounds. This is limiting their ability to use this skill to read confidently and write well.
- Disabled pupils and those who have special educational needs benefit from additional support provided for them by teachers and teaching assistants. As a result, these pupils make similar progress in reading, writing and mathematics as their peers.
- Pupils supported by pupil premium funding are well catered for with additional support to improve their learning. They are included in all activities that the school has to offer. The gap in performance at the end of Key Stage 2 in 2013 looked to have worsened to approximately 18 months behind, but was skewed badly by the much lower-than-average starting points for the small group of pupils involved. For individual pupils the gap is closing successfully.

The quality of teaching

requires improvement

- Teaching has not been consistently good enough over time, particularly in mathematics in Years 3 and 4, to help pupils sustain good progress and achieve well.
- Teachers do not always plan work in mathematics that reflects pupils' abilities and builds upon what they already know. This means that sometimes the work is too easy or repetitive.
- Pupils are often proud of their achievements, the work in their books and the work on display. However, the quality of handwriting is not good enough and not consistent across the school. This means that writing is often difficult to read, a fact identified by pupils who enjoy using a word processor to better present their work.
- Strong teaching in class 1 ensures that the reception children make good progress. Teachers and teaching assistants plan the use of resources well to promote children's development towards the early learning goals. This was seen where a group of boys were using large wooden building blocks and planks to make a fishing boat, explaining to each other how it would move in the water with an engine and a wheel to steer it. This showed good development in their creative

and communication skills.

- Marking and feedback to pupils are regular and pupils have opportunities to review and improve their work. However, teachers are not always thorough enough when they highlight the mistakes pupils have made and basic literacy and numeracy errors are often ignored, leading to some misunderstanding for pupils.
- Pupils make most progress when they are enthused by the activities and when teachers have high expectations of their pupils and lessons are planned well to reflect the wide range of abilities in each class. Pupils in class 3 writing a poem about being in the trenches in the First World War made good progress because the topic captured their imagination and they were given the support they needed to be successful.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils remain keen to learn and organise themselves well to make best use of the time they spend in classrooms even when the teaching is not challenging enough. They enjoy their work and are able to sustain their concentration when working on activities without direct help or supervision from adults.
- Pupils consistently work well together, discussing tasks and sharing resources, reflecting their cooperative approach to learning. They are highly respectful and courteous, welcoming the opportunity to share their experiences with their peers as was witnessed in the school assembly.
- Luxulyan is a very inclusive school and new pupils are accepted very well. During the inspection several new pupils were seen being supported well by others to make them feel welcome and consequently quickly adopted the good behaviour of their friends.
- Pupils are proud of their school and take on responsibilities, such as photographing award winners in assemblies, with enthusiasm. Pupils and adults at the school get on very well together ensuring everyone is treated equally. Discrimination of any kind is not tolerated.
- Behaviour around the school is good and pupils play well together. On occasion behaviour can become a little too boisterous outside but any inappropriate behaviour is dealt with quickly and effectively.
- Records show that there are few instances of poor behaviour. Pupils concentrate on their work and low-level inappropriate behaviour such as pupils chatting socially to each other during lessons is uncommon. Pupils understand what is expected of them and they respond well to the rewards offered for good work and behaviour. Pupils are enthusiastic about the range of after-school clubs and other activities that are on offer.
- The school's work to keep pupils safe and secure is good. Pupils understand how to keep themselves safe when using the internet. They have a good understanding of different types of bullying, and say that adults deal with any incidents of bullying or misbehaviour quickly.
- Attendance is improving and is now above average. This reflects the increasing success of the regular reporting to parents and carers about their child's achievement and attendance.
- Parents and carers who spoke with the inspector were quick to praise the friendly and approachable staff.

The leadership and management require improvement

- Leadership and management have not been good enough to ensure that all pupils have been making good progress. This has especially been the case in mathematics in Years 3 and 4 where weaker performance was not identified and addressed effectively enough to reverse the underachievement promptly.
- Leaders have recently introduced systems to enable a more frequent analysis of pupils' progress. This provides leaders with a clearer understanding of which pupils are not achieving as well as they should, and links this to their judgements of the quality of teaching over time.
- Not all leaders and governors contribute to finding out how good the school is. Although

summaries identify positive aspects of the school's work, they are not truly reflective of how well the school has performed over time. Consequently, areas in need of improvement are not always clearly identified and this leads to some poorly focused actions for improvement.

- Subject leaders are involved in checking the quality of teaching in their subjects, including giving guidance to teachers. However, leaders are not rigorous enough in the way they do this or in checking the impact that new initiatives have on how well pupils perform.
- Teachers have received additional training to enable them to teach the new literacy scheme. The school sets ambitious progress targets for pupils to meet and teachers' salaries are linked to how well they do.
- Additional activities are provided to support identified pupils who are potentially vulnerable, including those who are disabled or have special educational needs. The progress of individual pupils is checked to make sure that the additional provision they receive is effective.
- The curriculum uses topic-based themes to provide stimulating learning for the pupils. These are supplemented by a wide range of opportunities, including taking part in activities related to the local area. The work done with a local artist and 'The Friends of Luxulyan Valley' to design the pictures of the valley on the front of the school provided pupils with an opportunity to develop their spiritual, moral, social and cultural understanding.
- The school is using the additional sports funding it receives to develop physical education in a range of ways, for example enabling all pupils to undertake regular swimming lessons. It has provided additional lunchtime and after-school sporting opportunities, which are presently involving many pupils in physical activity. This is increasing participation in sport and promoting well-being.
- The local authority has provided effective support for the school in tackling weaker teaching.
- The school meets its statutory duties for safeguarding pupils.
- Almost all parents and carers who were spoken to or responded to Parent View were positive about their children's education.

■ **The governance of the school:**

- Governors support the school and are keen to see it do well. However, the governing body has not effectively challenged leaders to improve outcomes for all groups of pupils. Governors have a general idea on how well pupils are achieving when compared to pupils nationally but are not yet fully analysing the information provided by the headteacher to ensure all pupils are achieving equally well. There have been some recent changes of personnel within the governing body and some governors have undertaken training provided by the local authority to increase their ability to challenge leaders to improve pupils' outcomes. Governors are involved in making decisions about teachers' pay and in ensuring that teachers' pay is aligned to their performance. Areas for further development are recognised but governors are not fully involved with checking the work of the school or planning for its improvement. They have contributed to decisions about the spending of additional funding, for example the pupil premium, and they know that the progress of eligible pupils is similar to that of other groups of pupils.

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	111917
Local authority	Cornwall
Inspection number	440465

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	83
Appropriate authority	The governing body
Chair	Clare Eich
Headteacher	Brian McCaldin
Date of previous school inspection	15–16 March 2011
Telephone number	01726 850397
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