

Ludwell Community Primary School

Ludwell, Shaftesbury, Dorset, SP7 9ND

Inspection dates 2–3 July 2014

Overall effectiveness	Previous inspection:	Requires Improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils achieve well and make good progress across a range of subjects. Attainment is rising and it is now above average by the end of Year 6.
- Children make a very good start to their life in school in the well-organised and welcoming Reception class.
- The whole staff create a family environment in which all pupils are well known to them and well cared for. As a result, pupils behave exceptionally well, feel safe in school and their attendance is very high.
- Pupils develop skills quickly because teachers expect them to work hard and not waste time. Activities both in and out of lessons make learning exciting and motivate pupils to do well.
- Additional government funding is used to good effect to help eligible pupils to learn quickly.
- The determined leadership and management of both the headteacher and middle leader have led to significant developments since the last inspection. This has led to an improvement in teaching and achievement across the school.
- The governing body provides high quality support and challenge and is very knowledgeable about the school.
- The school has received very effective support from the local authority over the last two years.
- Parents are very pleased with the work of the school, especially the way that their children are cared for.

It is not yet an outstanding school because

- Not enough teaching is outstanding. The most able pupils are not given consistently high levels of challenge in planned activities for writing.
- Opportunities to enhance pupils' knowledge and understanding of different cultures are underdeveloped.

Information about this inspection

- The inspector observed nine lessons. All teachers were observed teaching.
- Discussions were held with different groups of pupils, members of the governing body, the headteacher and staff members.
- The inspector took account of the 22 responses to the online questionnaire (Parent View) in planning the inspection and talked to a number of parents during the inspection.
- The inspector also took account of the 10 staff questionnaire returns.
- The inspector held a discussion with a representative of the local authority.
- The inspector looked at pupils' work and heard pupils from different year groups read.
- The inspector observed the school's work, and looked at a range of documentation, including information about pupils' performance and progress, the school improvement plan, procedures for safeguarding pupils, minutes of governing body meetings, school policies and curriculum planning documents.

Inspection team

David Marshall, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- A very large majority of pupils are of White British heritage.
- The proportion of pupils supported through the pupil premium, which is additional government funding for pupils who are known to be eligible for free school meals, those looked after by the local authority and other groups, is below average.
- The proportion of pupils identified as disabled and those with special educational needs that are supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- 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?

- Increase the proportion of outstanding teaching by ensuring that planned activities are sufficiently challenging for more able pupils so that more can achieve the higher levels, particularly in writing.
- Extend the opportunities for pupils to develop their understanding of different backgrounds and cultures in today's society.

Inspection judgements

The achievement of pupils

is good

- Children join Reception with skills and aptitudes that vary. In the small cohort of 2013, these were in line with those typically found for their age. Children's language development is often weaker than other areas of learning.
- Children make good progress in Reception because they are given a wide range of stimulating activities that fire their imaginations. They are well prepared for Year 1.
- Pupils continue to make good progress in Key Stage 1. Pupils' knowledge of phonics (letters and the sounds they make) has improved over the last year. A below average number of pupils reached the expected level in the national phonics screening at the end of Year 1 in 2013. As a result, the school successfully changed its teaching and support. Pupils' skills are now improving more quickly. Younger pupils use their phonics knowledge confidently to sound out new words when they are reading and spell with increasing accuracy and care.
- By the end of Year 2, standards have been consistently above average in reading, writing and mathematics. An average proportion of pupils reach the higher levels of attainment. This is because more able pupils are not always challenged to do their best.
- Pupils in Key Stage 2 also make good progress and their attainment is above expectations for their age in reading. The school uses reading volunteers to make sure that all pupils read regularly. A focus on guided reading has helped pupils to understand text in more depth and develop more advanced skills. The school promotes reading for pleasure well. Older pupils spoke with great enthusiasm about the authors they enjoy. They also enjoy reading with younger pupils once a week.
- Although pupils have opportunities to write at length and practise their skills in a range of contexts, some more able pupils do not make the rapid progress of which they are capable. This is because occasionally they are not given activities that challenge them and deepen their learning.
- Pupils' progress in mathematics is good. They develop their skills well and have opportunities to apply these to check their understanding. For example, in a Year 5/6 class on mass, weight, Newtons and grams, pupils applied what they had learnt to solve complex problems.
- Pupils who have special educational needs achieve well because their needs are identified promptly. They are consistently given the specific support they need in order to do as well as their classmates.
- The school uses the additional funding effectively to deliver a wide variety of support to close the gaps between the very small number of pupils in each cohort known to be eligible and the others. There was no gap in attainment for those eligible pupils at the end of Year 6 in 2013. The school uses the funding to provide one-to-one tuition and extra help in lessons. Consequently, it helps pupils across the school to make similar good progress to that of their peers. This shows the school promotes equality and tackles discrimination effectively.

The quality of teaching

is good

- Teachers have high expectations of pupils and manage their behaviour consistently and effectively. Pupils develop positive attitudes towards learning because teachers get on well with them and ensure that they can work without fear of failure. As one pupil commented, 'The teachers really want us to do well.'
- In the Early Years Foundation Stage, children learn rapidly. Their personal, social and emotional development is supported especially well because adults give children sensitive support to help them become confident. A well-resourced outdoor area is used extremely well. This allows children to practise and reinforce skills in literacy and numeracy by, for example, making chalk marks or counting in role-play.
- In Key Stages 1 and 2, reading and mathematics are taught well. Teachers frequently check pupils' understanding of what they are learning by, for example, asking probing questions or

listening to discussions when they are reading. Teachers are becoming increasingly adept at changing work in response to this so that pupils, including the more able, are fully challenged.

- In writing, teaching helps pupils to improve their skills quickly most of the time by including ample opportunity for practising and applying skills to activities such as writing letters and detailed recounts of events. However, on a few occasions, teaching does not take enough account of what pupils already know. This results in work being too easy for the more able.
- Teaching assistants make a strong contribution to the learning of disabled pupils and those who have special educational needs. They work with them individually or in small groups outside lessons. Support is very closely tailored to their needs.
- Marking and feedback on pupils' work praise their efforts. They show them what they have done well and how their work might be improved in the future. Pupils particularly like the 'tickled pink' and 'growing green' highlights that both praise and move them on.
- Nearly all parents who responded to the inspection questionnaire are pleased with the teaching of their children. They support teachers well by helping their children with homework and hearing them read.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. They have a great desire to learn and their attitudes in class are exemplary. They are extremely polite and considerate to one another and to adults.
- The school fosters excellent relationships. Pupils work exceedingly well together in pairs and groups. They are always very happy to support one another. Despite limited space in places, pupils get along very well. Older pupils help younger ones and take pleasure in welcoming new pupils to their classes.
- The pupils are eager to take on responsibilities such as school councillors, peer mediators and playground buddies. These give pupils opportunities to show their growing maturity and sense of responsibility, as well as strengthening relationships.
- Staff have a consistent approach to managing behaviour. They are excellent role models for the pupils.
- The school's work to keep pupils safe and secure is outstanding. Pupils say there is no bullying. They have a very good understanding of different kinds of bullying such as cyber bullying. They understand how to stay safe on the internet. They know all about keeping safe outside school and assessing risk. Almost all parents who responded to Parent View feel their children are safe at school.
- The school can point to examples of pupils who joined later on facing difficulties, who have embraced the school's values and made tremendous strides in their personal development.
- Pupils raise money for charities and donate their presents to needy children.
- Attendance is well above average, reflecting pupils' great enjoyment of school.

The leadership and management is good

- All staff and the governing body work successfully together to drive improvement across the school. Their determination to see the school improve further for the pupils, often after careful discussions to come to an agreement, is strong. Teamwork is good and everyone, including the teaching assistants and business manager, are considerable assets to the school and are very much appreciated by all concerned.
- The school has good systems for the head and other staff to check the quality of teaching. This has developed the roles of the middle leader and all staff in leading improvements. There is now an established culture where expectations of staff and pupils are high within a supportive and caring environment. The results of this are reflected around the school in the interesting displays and tidy classrooms. Pupils' work is typically neat and well presented.
- The school's development planning identifies appropriate priorities for development because the school knows its strengths and what needs to be done to improve it further. For example,

enhancements to the way writing is taught have been successfully introduced to raise pupils' achievement. Support and additional training for staff encourage a consistency in approach to teaching writing throughout the school.

- The pupils' high attendance rates and outstanding behaviour, as well as their good achievement, demonstrate the school's capacity to improve further.
- The range of subjects offered is very well planned and adapted to meet the needs and interests of pupils of different ages and abilities, including disabled pupils and those with special educational needs.
- Activities, including charity fundraising, singing and theatrical performances, are carefully organised to encourage pupils' spiritual, moral, and social development. The school works hard to make sure that consistently caring attitudes are encouraged across the school community. In discussion with pupils, it was clear that they had only a small understanding of life in today's Britain. The school focuses well on historical aspects of multiculturalism, for example through their well-planned topics such as Black History Week. However, their work to enable pupils to understand and appreciate the diverse society of today is limited.
- Pupils are very enthusiastic about the variety of sports that they do at school in sessions with specialist sports coaches. The additional sports funding is being used well to raise participation in sports. They encourage positive attitudes to keeping physically fit and healthy through lunchtime and after-school clubs and arrange competitive team games with other local schools. Together with improvements to the school's sporting resources, such as wall bars in the hall, these motivate pupils to reach good standards.
- The local authority has provided very effective support and guidance for the school. This has helped them to evaluate the school's performance well and move forward strongly in the last two years.
- **The governance of the school:**
 - The governing body is effective and knowledgeable. Governors have a good understanding of how well the school is doing and where it can do better. They review published data and information about the progress pupils' make and hold the school to account strongly. They attend the school not just for meetings but also to spend time in classrooms. They attend parents' evenings and other school events as well as contributing to additional activities.
 - Governors know about the quality of teaching and how targets are used to secure improvements to teaching quality. They also make sure there is a strong link between teaching quality, pupils' learning and salary progression. Safeguarding arrangements meet requirements and are regularly scrutinised. The school site is well maintained.

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	126271
Local authority	Wiltshire
Inspection number	431678

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	68
Appropriate authority	The governing Body
Chair	Robert Thackray
Headteacher	Suzanne Evans
Date of previous school inspection	14 September 2012
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