

Luxulyan School

Luxulyan, Bodmin, Cornwall PL30 5EE

Inspection dates

13–14 January 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Actions taken by leaders to improve teaching since the previous inspection have been hampered by significant fluctuation in staffing and have not always raised pupils' attainments quickly enough.
- Teaching in Years 4 to 6 has not been sustained at the consistently good quality needed to rectify gaps in pupils' previous attainment. As a result, too many pupils are not progressing quickly enough, especially in writing and mathematics.
- A few of the older most-able pupils do not always reach the standards of which they are capable because tasks do not challenge them fully.
- The school's website does not include all the required information to meet the government's statutory requirements.
- The quality of the information given to pupils on how well they are doing and what they need to do to improve varies from class to class. As a result, it is not securing pupils' rapid progress.
- Teachers in Years 4 to 6 do not always sustain high expectations of behaviour for learning. As a result, a few pupils are not focused sufficiently on their work in lessons.
- Governors are better organised than in the past and are beginning to contribute to school improvement. However, they are not always holding senior leaders to account with sufficient rigour to secure good teaching and rapid progress for pupils.

The school has the following strengths

- This academic year new staff are helping to quicken the pace of improvement.
- Teaching of phonics (letters and the sounds that they make) and reading have been improved and are now effective. As a result, pupils enjoy books and make good progress in developing their reading skills.
- Currently teaching is good in the early years and through Years 1 to 3 and is promoting pupils' enjoyment of school and good progress.
- The school keeps pupils safe and promotes their good personal development and welfare.
- By working closely with families and outside agencies, leaders sustain pupils' good attendance.
- Improved and now effective provision for disabled pupils and those who have special educational needs is enabling them to make good progress.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - ensuring that leaders at all levels, including those new to their roles, are fully supported and take greater responsibility for improving outcomes, especially in mathematics and writing.
 - strengthening governors' ability to hold school leaders to account so that they can ensure and be confident that initiatives are improving the quality of provision and pupils' outcomes as quickly as possible
 - making sure that the information published on the school website fully meets the statutory requirements.

- Improve teaching and accelerate the progress of all pupils, especially those in Years 4 to 6 and the most-able pupils, by ensuring that:
 - teachers make more effective use of assessment information to help all groups of pupils improve their work, rectify gaps in previous learning and make good progress in all subjects
 - teachers insist on good behaviour for learning and secure accurate grammar and spelling in all forms of pupils' written work
 - planned activities in mathematics interest pupils and develop their ability to solve problems, including across the range of subjects.

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

Inspection judgements

Effectiveness of leadership and management requires improvement

- In recent years, leaders' actions to improve teaching have been hindered by significant staff changes. Over time, the leaders' checks and actions to improve the quality of teaching have not always been sufficiently robust or supportive to secure enough improvement. As a result, some weaknesses persist in the quality of pupils' writing and mathematical skills and on occasion in their attitudes to learning.
- A large majority of parents who responded to the questionnaire Parent View would recommend the school to other parents. Most parents indicate confidence in the leadership of the school. However, a minority of parents feel that leadership and management are not effective.
- Since September 2015, emerging strengths in the work of new leaders, supported by the headteacher, have brought some positive developments, which demonstrate the school's capacity to improve further. For example, there is effective provision for disabled pupils and those who have special educational needs and improvements in pupils' reading skills and progress through early years and into Year 3.
- The school's extended facilities, pupils' good learning using computers and the strategic decision to widen the expertise available to the school by joining an academy, further reflect the leaders' drive for improvement.
- Procedures to manage the performance of teachers are improving, but these and the development of middle leadership roles have been disrupted by continued staff changes. Leaders are now sharing their skills more effectively and this is having a better impact on improving teaching and pupils' progress. For example, this is seen in the strengthened teaching of phonics and in the use of computers to enthuse pupils and bridge previous gaps in their literacy and numeracy skills.
- The leaders and teachers are embedding improved assessments of pupils' work. This is making a positive difference by accelerating progress in some classes. However, leaders are not yet ensuring its best use in Years 4 to 6, where pupils are not always given clear enough information about how to improve.
- The school is a caring community where pupils are encouraged to learn together and where they feel safe because discrimination is not tolerated.
- The school's good use of pupil premium funding and support for pupils who have special educational needs represent due regard to equality of opportunity. However, provision for pupils in the Years 4 to 6 class, including for some of the most-able pupils, has not been as effective in helping them to progress as well as pupils in other classes.
- Leaders ensure that the primary sports funding is used effectively. For example, the school has employed the services of a specialist sports coach to provide training and increase the skills of teachers and pupils in tennis. Funds have also been used to support the introduction of daily 'Wake-Up-Shake-Up' physical activity through-out the school.
- The school has also widened the range of sports offered to the pupils and increased opportunities for them to participate in competitions. This has had a positive impact in enthusing pupils and increasing their involvement in sport. For example, the number of pupils taking part in sports competitions has been increased from 17 to 36 over the past year.
- The school provides a broad curriculum, including extra-curricular activities that provide a suitable range of learning opportunities for pupils to learn across the range of subjects. Although improving this academic year, at times planned work for some of the most-able pupils is not advancing their skills well enough.
- The curriculum includes a carefully planned range of topics that is helping pupils to use and extend their writing skills more quickly. Pupils are now benefiting from increased opportunities to learn by using computers and, for example, these are helping to raise standards in mathematics. Currently, though, pupils' problem-solving and reasoning skills are not extended well enough in other subjects.
- Studies of world religions such as Sikhism, language and cultural links with Germany and field studies of Cornwall's industrial heritage contribute well to pupils' spiritual, moral, social and cultural development.
- The school promotes pupils' understanding and readiness for life in modern Britain effectively through assembly themes, visiting speakers and links with the local community, schools and church. Pupils' understanding of British values, such as tolerance and democracy, is suitably developed through elections to the school council and various displays across the school.
- Leaders and governors have not published sufficient information about the impact of the school's additional pupil premium and sports funding on the school's website.

- The local authority has not played a strong enough role in holding the headteacher and governors to account for school improvement since the previous inspection.
- **The governance of the school**
 - Since the previous inspection governors have increased the number of focused visits they make to the school to check its work. However, not all issues raised during these visits have been fully shared with the governing body. This has constrained the degree to which governors have been able to challenge the headteacher and other leaders, especially, for example, to ensure that pupils in all parts of the school make equally good progress. Even so, governors have continued to support staff and the school pastorally and ensure that additional funds such as the pupil premium are used effectively. Governors have undertaken training and new members have widened the range of skills available. Individual governors have assisted, for example, in improving health and safety procedures and provision for special educational needs and the early years. However, at times a lack of clarity and agreement about the role of governors has limited their ability to increase the pace of improvement.
- The arrangements for safeguarding are effective. Staff at the school are vigilant in checking and monitoring pupils' welfare. Concerns are followed through and dealt with appropriately. Staff and governor training in safeguarding is kept up to date. Staff are vetted carefully and recruitment procedures are fully completed to ensure that pupils are kept safe.

Quality of teaching, learning and assessment requires improvement

- Although improving this academic year during a period of relative stability in staffing, the quality of teaching is not yet consistently good, especially in Years 4 to 6. This is because teachers do not always set accurate expectations of what pupils should achieve or secure pupils' sustained concentration well enough, and on occasion this limits their progress.
- Pupils are not always given sufficient information about what they need to do to improve and this too inhibits some from making faster progress. As a result, for example, the written work of older pupils often contains grammatical and spelling errors.
- Similarly, pupils' work in mathematics in Years 4 to 6, although showing positive improvement, including in presentation, indicates that previous gaps in their mathematical reasoning and problem-solving skills remain.
- At times, not enough effort is expected of pupils and the work set lacks sufficient challenge for the most able. Consequently, this limits pupils' progress in mathematics.
- Pupils now make good progress in reading because teachers use stimulating topics and texts to enthuse them. Teachers and teaching assistants work well together in promoting a love of books. For example, mummifying a fish and discussions and researching about the Ancient Egyptians captured pupils' imagination and enriched their learning.
- This academic year all teachers are quickening the progress of pupils across the range of abilities and needs by providing more opportunities for them to learn by using computers. This is having a positive impact by motivating pupils, developing their ability to learn by finding things out for themselves and improving their readiness for the next stage of their education.
- Teachers and teaching assistants across the school are now managing pupils' behaviour more effectively and developing more productive relationships.
- The teaching in the early years and in Years 1 to 3 is consistently good and reflects continuing improvement. It is typified by stimulating work and focused questioning that challenges pupils at the right level and promotes their good progress.
- Pupils in the Years 2 and 3 class, for example, cheered with enthusiasm as the teacher raised the level of challenge of the subtractions presented to them during a mathematics lesson. The pupils eagerly tackled the problems and spontaneously applauded each other's achievements.
- Teaching of phonics is well organised and effective in the early years and Years 2 to 3 class and is enabling pupils to blend letter sounds together successfully to improve their confidence and reading skills.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Staff provide effective supervision and enjoy positive relationships with pupils to keep them safe at morning break and lunchtimes and during trips out of school.
- Safeguarding procedures are fully implemented by staff to keep pupils safe. Pupils appreciate the way staff look after them and say that they feel safe.
- The school's accommodation and resources are well maintained. Governors ensure that health and safety checks are completed regularly and thoroughly.
- Pupils show that they know how to keep themselves and each other safe and understand the different forms that bullying can take, including, for example, physical and cyber bullying. As a result, pupils are confident that incidents of bullying are much reduced and that adults keep everyone safe at school.
- Most pupils relate well to each other in class. They enjoy sharing ideas and helping each other to learn.
- Pupils undertake responsibilities diligently, for example helping others at breaktimes and as members of the school council. They appreciate their friendships and are especially proud to represent their school during sports competitions.

Behaviour

- The behaviour of pupils requires improvement.
- Inspection showed that adults do not always maintain high enough expectations of pupils' behaviour for learning in the Years 4 to 6 class. As a result, some pupils either lose interest too easily or become over-reliant on adult reminders to concentrate on their work. Consequently, their progress is restricted.
- Pupils told the inspector that there is less disruption in lessons now, but feel that some pupils in Years 4 to 6 still chatter too much.
- Although parents interviewed by the inspector described improvement in pupils' behaviour, questionnaire responses showed that a minority of parents still feel that behaviour is not good enough.
- Even so, pupils readily describe much improved behaviour this academic year. This is also evident in school records, which show a substantially reduced number of incidents of unacceptable behaviour since September 2015.
- During the inspection pupils behaved well during assemblies and at breaktimes and enjoyed positive relationships with staff and each other. Pupils' behaviour was at least good and sometimes better in the early years and Years 1 to 3 classes.
- Pupils' improved and now above-average attendance reflects their more positive attitudes and increased enjoyment of school this academic year. The pupils' regular attendance and good punctuality also reflect effective liaison between staff and outside agencies and with parents to eliminate persistent absence.

Outcomes for pupils

require improvement

- Standards in national tests at the end of Year 6 since the previous inspection, especially in mathematics and writing, have not improved quickly enough and have remained below average.
- School and national information show that this is because over time pupils have not been making consistently good progress across Key Stage 2. Inspection findings show that this continues to be the case through Years 4 to 6.
- Evidence shows more positive outcomes in reading and some improved teaching this year. However, too many pupils in Years 4 to 6 are still not making the good and better progress needed in mathematics and writing to fill the gaps in previous learning. This is especially the case for some of the most-able pupils who, because of a lack of consistent challenge, are still not reaching the standards of which they are capable.
- School records and work in pupils' books show that since September 2015 strengthened leadership and teaching, especially of phonics, have improved progress in the early years and Key Stage 1.
- Staff promote close links with parents and continuing good opportunities for pupils to read at home and school have also raised pupils' confidence and interest in books. These developments have further raised pupils' reading skills across the school.
- Currently, pupils in Years 1 and 2 are making good progress and are also showing levels of skill in mathematics and writing that at least match those typical for their age.
- Observations in class, school information and pupils' recorded work in English and mathematics show improvements in all classes during recent terms. However, in Years 4 to 6, weaknesses in spelling and grammar when writing and in solving mathematical problems still reflect gaps in pupils' previous learning that hamper progress.
- Disabled pupils and those who have special educational needs are benefiting from improved support and

clear targets for improvement. As a result, they are currently making good progress in relation to their needs and starting points.

- Pupils joining the school other than at the normal time are taught well and make good progress through Reception and Years 1 to 3. Although improving because of extra support, their progress is more variable through Years 4 to 6.
- The very small number of disadvantaged pupils supported by the pupil premium also benefit from additional adult assistance. Leaders have improved the use of this funding since the previous inspection. This includes, for example, earlier support for children in Reception and increased opportunities for pupils to learn by using computers. As a result, their progress is increasingly better than their classmates in school and other disadvantaged pupils nationally.

Early years provision

is good

- The school's early years provision is led effectively and ensures that the children achieve well. The leader, with close support from colleagues, makes productive use of the spacious, imaginatively resourced indoor and outdoor learning facilities to secure the children's good progress in all areas of development.
- Early years staff promote good links with parents and the local pre-school. These ensure that children make a happy, smooth start to their full-time schooling in the combined Reception and Year 1 class.
- Staff make frequent checks of the children's developing skills and take photographs of children at work and note their observations carefully. However, staff do not always collect sufficient evidence of the children's developing writing and mathematical skills. Occasionally, this inhibits their ability to check children's progress and plan even more challenging activities. Staff are currently improving these aspects, but there are still some missed opportunities to help some children make faster progress.
- Children begin their Reception Year with a range of skills, knowledge and understanding that vary from year to year within the small year groups. Mostly skills typically reflect those found at this age, but early writing and number skills are often less-well developed.
- All staff ensure that welfare and safeguarding requirements are fully met and that children are kept safe.
- Teaching is good and ensures that well-established routines are sustained to promote children's social development and self-learning skills. As a result, children behave well and enjoy learning together.
- During the inspection children were enthused and grew in confidence when encouraged to consider whether they had worked hard at an activity and if so could move their photograph up 'the rainbow chart'.
- Staff take every opportunity to show and celebrate the children's work with the class and this also raises children's confidence and eagerness to choose their own activities and to sustain good learning.
- Staff nurture the children's creative and physical skills well. For example, children advanced these skills by making imaginative models such as a penguin, polar bear and an igloo made out of cardboard.
- Children were observed by the inspector to cooperate well when investigating capacity through sharing constructional equipment. Adults' carefully posed questions also helped them to share their ideas and deepen their thinking. In turn this extended their vocabulary.
- Children across the range of ability and needs make good progress during their Reception Year and are well placed to continue successful learning into Year 1.

School details

Unique reference number	111917
Local authority	Cornwall
Inspection number	10009235

This inspection 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	85
Appropriate authority	The governing body
Chair	Clare Eich
Headteacher	Brian McCaldin
Telephone number	01726 850397
Website	Luxulyan.eschools.co.uk/
Email address	secretary@luxulyan.cornwall.sch.uk
Date of previous inspection	27–28 March 2014

Information about this school

- The school is smaller than the average-sized primary school.
- The majority of pupils attending the school are from White British backgrounds.
- The proportion of disabled pupils or those who have special educational needs is above average.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and children who are looked after by the local authority.)
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Children experience early years provision on a full-time basis in a combined Reception and Year 1 class. Other pupils are taught in a Years 2 and 3 class and in a Years 4, 5 and 6 class.
- The proportion of pupils who join the school at times other than would normally be expected is above average.
- The school has experienced significant changes in staffing since the previous inspection.
- It has been officially confirmed that on 1 April 2016 the school will become the seventh school within the Penrice Academy/Peninsula Learning Trust.

Information about this inspection

- The inspector observed nine lessons and saw the work of four teachers. He was accompanied by the headteacher during all of these visits to lessons.
- A wide range of documents was scrutinised, including records relating to behaviour and attendance, safeguarding procedures and the school's analysis of how well it is improving. The inspector examined the school's systems for checking progress and records of checks on the quality of teaching.
- The inspector talked to individual pupils and specific groups of pupils about the school and their work. He listened to individual pupils read and attended an assembly. The inspector also looked at samples of pupils' work across a range of subjects and classes.
- The inspector held meetings with members of the governing body. He also held meetings with school staff, mainly senior and middle leaders. The inspector also held discussions with other staff.
- A meeting was conducted with pupil members of the school council and the inspector held a telephone conversation with a representative from the local authority.
- The inspector took account of the views expressed in the 29 online responses to Ofsted's Parent View questionnaire, in 10 staff questionnaires and in the school's own survey of pupils' views completed in November 2015. He also gathered the views of several parents during informal meetings at the school during the inspection.

Inspection team

Alex Baxter, lead inspector

Ofsted Inspector

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