

# Inspection of a good school: Landulph School

Landulph, Saltash, Cornwall PL12 6ND

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Inspection date:

21 June 2022

## Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## What is it like to attend this school?

Leaders have designed a curriculum that is not sufficiently ambitious for all pupils. Pupils are enthusiastic about their learning. However, they do not always remember enough of it. Leaders have started to consider the key knowledge that they want pupils to know and remember in each subject.

Pupils usually behave well. They are polite and well mannered. Most pupils have positive attitudes to their learning. Pupils learn what it means to be a good friend. They act as behaviour role models on the playground. Pupils consider the school to be a caring place. Bullying is rare. Pupils know that adults look out for them and listen to them if they have any worries. This makes them feel safe.

Parents appreciate the wide range of extra-curricular opportunities that leaders offer. These include ukulele and cross-country running. Parents praise leaders for the support they received during COVID-19. They appreciate how staff communicate with them. Parents describe the school as, 'A safe and welcoming place for children to grow and learn.'

## What does the school do well and what does it need to do better?

Leaders are not clear about the most important content within each subject that pupils need to know, including in the Reception Year. Teachers do not consistently design learning activities that help pupils to know and remember more. Subject leaders are unclear about how pupils will learn the intended curriculum. They do not provide enough support and guidance to teachers because they do not understand their subjects well enough. Assessments are not used effectively across the curriculum. Some teachers do not check what pupils know and remember in each subject. This means that new learning does not build on what pupils already know.

Leaders recognise that the teaching of early reading is not consistent. Children learn phonics from the start of the Reception Year. However, some staff who teach phonics do not have the knowledge to do this well enough. Some phonics teaching is inaccurate. Pupils develop misconceptions because staff model incorrect sounds. Leaders are unsure which parts of phonics teaching lack accuracy. They do not monitor in enough detail. Some pupils read books that do not match their reading ability. This hinders their progress and can dampen their enthusiasm for reading. Leaders prioritise time in the school day for pupils to listen to adults reading aloud. Older pupils discuss recommendations for books from a range of authors. Leaders provide incentives for pupils to read regularly. Reading is celebrated in assemblies.

Pupils with special educational needs and/or disabilities (SEND) have helpful learning targets. Staff understand their needs well. They take the time to get to know pupils as individuals. Parents appreciate the individual care and attention that pupils receive from staff. They say it helps pupils to develop their confidence and independence. Leaders carefully plan an extended transition process for pupils with SEND.

Leaders and parents view the school as being at the heart of the community. Pupils participate in community events, such as church performances and jubilee celebrations. Leaders consider the knowledge and skills that will help pupils to be responsible citizens, such as being able to perform first aid. Pupils learn about people who have different beliefs. They understand differences. Leaders invite visiting speakers to teach pupils about cultural diversity. Pupils learn about the wider world beyond the school's direct local community. Pupils develop key aspects of their character, such as self-esteem and resilience well. They learn how to keep safe online.

Staff are proud to work at the school. They feel well supported by leaders. Staff consider teamwork to be a feature of the school. Leaders recently consulted staff when making changes to the feedback policy. Staff at the early stages of their career receive the support they need to develop in their role. Governors check on staff well-being as part of their monitoring.

In discussion with the headteacher, the inspectors agreed that identifying the key knowledge that pupils need to know and remember, monitoring the teaching of reading, and the use of effective assessment, may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that the day-to-day safeguarding procedures keep pupils safe. They provide appropriate safeguarding training. Staff feel confident to identify pupils who may be at risk. They record concerns with accuracy. Leaders take swift action to secure the necessary help for vulnerable families.

Staff understand the whistleblowing policy. They know who to go to with any concerns.

Leaders make the right checks on adults who join the school. However, the systems for recording these checks on the single central record lack precision in places.

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

### **(Information for the school and appropriate authority)**

- Leaders have not yet identified the key content that pupils need to learn in all subjects. As a result, teachers do not design learning activities that help pupils to build knowledge as well as they could. Leaders need to make sure that the key knowledge that pupils need to know and remember in each subject is clear.
- Phonics teaching is inaccurate at times. Pupils do not always read books that are suitable for their reading ability. Consequently, pupils do not learn to read as well as they could. Leaders must ensure that the quality of the teaching of reading is closely monitored. They need to provide relevant feedback to staff to improve their practice.
- Teachers do not always use assessment effectively to determine what pupils know and remember in all subjects. They do not always adapt their teaching accordingly. Leaders need to ensure that there is a consistent approach to assessment.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in December 2016.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140512
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10211063
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	68
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Richard Newton-Chance
<b>Headteacher</b>	Karen Ball
<b>Website</b>	<a href="http://www.landulphschool.co.uk">www.landulphschool.co.uk</a>
<b>Date of previous inspection</b>	6 December 2016, under section 8 of the Education Act 2005

## Information about this school

- Landulph School joined South East Cornwall Multi Academy Regional Trust (SMART) in January 2014.
- Pupils are organised into three mixed-age classes.
- Leaders do not use any alternative provision.
- There is a before- and after-school club.

## Information about this inspection

- Inspectors met with the headteacher, the special educational needs coordinator, members of staff, parents and representatives from the governors and the trust.
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors checked the procedures for keeping pupils safe including scrutinising the single central record.

- An inspector checked all survey responses, including 35 from pupils, six from staff and 30 from parents. This included considering the 23 responses to Ofsted's Parent View free-text service.
- Inspectors met with pupils and staff to gather their views and find out what is it like to be part of the school.
- An inspector met with parents at the school gates.
- Inspectors looked at the school's plans for improvement, minutes of meetings, monitoring documents and safeguarding records.

### **Inspection team**

Jane Dennis, lead inspector

Her Majesty's Inspector

Ashley Leeson

Ofsted Inspector

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