

Inspection of a school judged good for overall effectiveness before September 2024: Ladock C of E School

Ladock, Truro, Cornwall TR2 4PL

Inspection date:

17 December 2024

Outcome

Ladock C of E School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Tom Hobbs. This school is part of The Rainbow Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Samantha Jones, and overseen by a board of trustees, chaired by Dr Pat McGovern.

What is it like to attend this school?

Pupils are happy and proud to attend this small, rural school. They show respect for each other, staff and visitors. There is a calm and purposeful atmosphere in the school.

The school is ambitious for its pupils. Pupils develop their knowledge and understanding across the curriculum well. They are articulate, and eager to talk about what they have learned. Teachers encourage pupils to draw on what they already know and use it as a springboard to future learning. This helps most pupils to gain the knowledge and skills they need to succeed.

Pupils behave well. They understand the school's high expectations of their behaviour both in lessons and at play. Pupils benefit from staff knowing them well as individuals. Pupils are confident that if they have any worries, there is always an adult in the school who will listen and help.

Pupils have opportunities to take on responsibility in the school, for example through being sports leaders. Older pupils can also become 'buddies', which gives them the opportunity to look after younger children and read with them. Staff in the early years help children show their appreciation for this support by helping them wrap gifts for their 'buddies'.

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

Over the last few years, the school has refined its curriculum. As a result, the school provides a curriculum that meets the needs and interests of the pupils well. This starts in the early years and prepares children well for moving on to key stage 1. Throughout the curriculum, steps in learning are clear. This ensures that teachers know what to teach and how it connects to past and future learning. Teachers access training that develops their subject knowledge. They continually refine the way that they deliver the curriculum. This ensures that most teachers deliver the curriculum consistently well. Pupils talk confidently about their learning. For example, in history, they accurately recall previous learning about the Victorians and the Mayans.

The school fosters a love of reading. Early readers are well supported by the school's phonics programme, which is set out logically to build their knowledge securely. Staff demonstrate expertise in their application of the school's phonics programme. Children in the early years learn phonics as soon as they start. Staff ensure children have as much practice as they need. Any gaps in knowledge are swiftly identified and supported through regular support sessions for those pupils who need it. The development of reading skills continues with a focus on developing pupils' reading fluency and comprehension. Staff carefully select books that link to the curriculum and expose pupils to cultures and experiences that represent life in modern Britain.

In addition to promoting reading effectively, there is also a strong focus on writing. The school has successfully reviewed its approach to teaching writing. Staff now ensure that pupils apply their writing skills accurately across the wider curriculum. This develops pupils' writing fluency and helps to build and consolidate their writing skills as they progress through the school.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) well. It devises effective strategies to enable these pupils to learn the same curriculum as their peers. However, not all teachers consistently implement these strategies. They do not always make the adaptations required to help pupils with SEND to succeed. This means that some pupils do not achieve as well as they could.

Pupils' behaviour is calm and positive around school. They want to learn. Staff care about pupils and help them to succeed. Pupils attend school well. The school works tirelessly to remove any barriers to attendance. The school ensures families have external support to help them improve attendance if required.

The school contributes well to pupils' broader development and well-being. Pupils learn how to understand their feelings and emotions. There are opportunities to participate in clubs and activities that develop their talents and interests. Pupils represent the school at sports or at cultural events, such as singing in Truro Cathedral. Trips beyond the school are commonplace. These link to what pupils learn in class and help to develop their cultural awareness. For example, older pupils visit London to experience the contrast to the rural community they live in.

Staff are proud to work at the school. Leaders consider the well-being of all staff members. Governors and trustees are knowledgeable about the curriculum. They work effectively in partnership with school leaders to further develop and strengthen the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not consistently adapt the delivery of the curriculum to meet the needs of pupils. This means that some pupils do not learn the important knowledge and skills as well as they could. The school needs to ensure that learning is suitably adapted so that all groups of pupils progress through the curriculum well.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in February 2015.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140468
Local authority	Cornwall
Inspection number	10344671
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	Board of trustees
Chair of trust	Dr Pat McGovern
CEO of the trust	Samantha Jones
Headteacher	Tom Hobbs
Website	www.ladock.cornwall.sch.uk
Date of previous inspection	13 February 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of The Rainbow Multi Academy Trust.
- The school is within the Diocese of Truro. The last section 48 inspection of the school's religious character took place in April 2022. The next inspection will take place in 2026.
- The headteacher was appointed in September 2022.
- The school uses one registered alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with the headteacher, the special educational needs coordinator, trust leaders, trustees, governors and a representative from the diocese.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons and at social times. They spoke with different groups of pupils to discuss their views of the school, their learning, their behaviour and their safety.
- The inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and also took into consideration the responses to the staff survey.

Inspection team

Mark Burgess, lead inspector

Ofsted Inspector

Jonathan Gower

Ofsted Inspector

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