



# Ludgvan Community Primary School

Inspection Report

**Unique Reference Number** 111808  
**LEA** Cornwall  
**Inspection number** 278782  
**Inspection dates** 31 October 2005 to 31 October 2005  
**Reporting inspector** Peter Clifton RISP

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Lower Quarter
<b>School category</b>	Community		Ludgvan
<b>Age range of pupils</b>	4 to 11		Penzance, Cornwall TR20 8EX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01736 740408
<b>Number on roll</b>	149	<b>Fax number</b>	01736 741107
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Jeff Davis
<b>Date of previous inspection</b>	27 September 1999	<b>Headteacher</b>	Mrs Helen Macfarlane

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 31 October 2005 - 31 October 2005	<b>Inspection number</b> 278782
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## **Introduction**

The inspection was carried out by two inspectors.

## **Description of the school**

The school serves the small rural village of Ludgvan and neighbouring villages. The school is smaller than primary schools nationally and has a higher proportion of pupils with learning difficulties and disabilities. The number of pupils joining the school during each year is above average. Several pupils come from homes experiencing economic hardship. The pupils are almost entirely from a White British background. There are considerably more boys in the school than girls.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Ludgvan Community Primary School is providing a satisfactory standard of education. Pupils have positive attitudes and behaviour is satisfactory. There is a strong partnership with parents who are very happy with the school. They have noticed a significant improvement in how the school has provided for their children over the past year. It is providing satisfactory value for money.

The school makes satisfactory provision for pupils in the Foundation Stage. Pupils come into school with below average standards and they make satisfactory progress. Pupils in Years 1 and 2 are making good progress and, as a result, standards are steadily rising and are currently above average. In Years 3 to 6, progress is satisfactory and standards in Year 6 close to average.

The quality of teaching and learning is satisfactory. Monitoring and evaluation by the headteacher are improving skills and raising expectations. The curriculum is developing opportunities for creativity well. The weaknesses in the provision of information and communications technology (ICT) identified in the previous report remain. However, these are now being tackled with determination. The school provides a safe environment for pupils. The strategies used to improve behaviour are working well.

The headteacher is providing a strong lead for improvement. The school's own evaluation of its strengths and weaknesses is good and inspectors agree with the judgements made. The school improvement plan sets out the key priorities for development. Although some issues from the previous report have not been adequately tackled, changes over the past year demonstrate good capacity for improvement.

### What the school should do to improve further

- develop assessment practice so that pupils are clear about what they need to do to improve their work and their progress is more carefully monitored
- develop teaching and learning strategies which improve standards in writing, especially for boys
- improve the provision of ICT.

## Achievement and standards

### Grade: 3

At the time of the last inspection, standards achieved in Year 6 were well above average in English and very high in mathematics and science. Shortly after that time, there was a marked decline in standards.

Pupils come into the school with below average standards and make satisfactory progress in the Foundation Stage. In Year 2, there has been a steady improvement in results over the last five years. In 2000, they were well below average and rose to average in 2004. The 2005 provisional results show some further improvement in reading and writing and these results are above average. Pupils in Years 1 and 2 are making good progress.

In Year 6, standards have been close to the national average since 2000, although they were above average in 2002. The provisional 2005 results indicate a dip in standards to average in English but below average in mathematics and science. This is because there were a high proportion of pupils with learning difficulties and disabilities in this group. The school exceeded targets for the higher Level 5, but too few pupils reached the expected Level 4 in English and mathematics. Writing was the weakest area and the school has rightly identified this as a priority area for improvement in its development plan.

Progress made through Years 3 to 6 is satisfactory, although it is stronger in the top class. Standards in Year 6 are close to average. Pupils with learning difficulties and disabilities are making satisfactory progress.

The previous report judged that pupils made poor progress in ICT. Although the school has improved provision in this area, standards are still below average because of deficiencies in resources. These are now being remedied.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development and well-being are satisfactory. Pupils like their school and show positive attitudes. Their behaviour is satisfactory. Parents confirm that behaviour has improved significantly in the school over the past year. Attendance is satisfactory.

Pupils move around the school sensibly. They come into assembly calmly and listen well. They play happily and safely together at playtimes and enjoy the play equipment that is provided. Pupils are aware of the need to keep safe in the playground. The 'buddy' system, where older pupils look after the younger ones, is working well. The school council has a strong voice in the school community and the pupils like having responsibilities. Pupils say they have enjoyed working with artists and poets in residence this year and they are rightly proud of their work.

Pupils show satisfactory spiritual, moral, social and cultural development. The school uses the 'Virtues' programme very well to help pupils think about their personal values and responses. This was seen in a very successful assembly, when many pupils offered examples of things that they were personally thankful for, such as 'walking with my dad'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Lessons are carefully planned with a range of activities to interest the pupils. Teachers give clear explanations and make sure that lessons move at a good pace.

In the Foundation Stage, satisfactory teaching enables pupils to develop their understanding of the properties of simple shapes. The teaching assistant provides very good support for the teacher, managing the learning of the younger pupils in the class.

Occasionally, some pupils become easily distracted and do not learn as well as they should. Pupils' work is marked regularly but the quality of the marking varies between classes. At its best, in Years 5 and 6, it provides pupils with a clear understanding of what they need to do to improve. In other classes, comments made are not always sufficiently helpful. Pupils' knowledge of their own learning is inadequate and the school has identified this as an area for development.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum provides a broad range of different experiences. New approaches, designed to develop creativity, are beginning to work well. For example, the school has had an artist and poet in residence to work with Years 4 and 5 on a Celtic project. The pupils have produced some dynamic pieces of work which are on display.

Pupils say how much they appreciate the opportunity to learn an instrument and they enjoy these lessons. The school provides appropriately for pupils' sex, relationships and drugs education. It is successfully promoting pupils' awareness of keeping healthy through exercise and eating sensibly. Pupils enjoy the good range of extra-curricular activities after school.

Displays around the school are stimulating and celebrate the work done by the pupils well. Pupils are not using ICT enough in all subjects to support their learning, for example, to draft and review their writing.

## **Care, guidance and support**

### **Grade: 3**

The care and welfare of pupils are satisfactory and their health and safety are promoted strongly. The arrangements for child protection are good. There are trusting relationships between pupils and staff and, as a result, the pupils are confident and happy at school. There are good links with parents who think that the care provided by the school is good.

The school identified weaknesses in its arrangements for tracking pupils' progress. It has recently introduced an effective system to monitor the progress of individual pupils. However, the support provided through marking and assessing work is not enabling the pupils to reach high enough standards. Individual plans to support learning are satisfactory: an improvement since the previous inspection. Pupils with learning difficulties and disabilities are monitored carefully by teaching assistants who record their progress in each lesson.

There are good links with the community and adjacent nursery. Children have a very smooth transition into the reception class. The school also works successfully with support agencies, such as social services, to help looked-after pupils.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. The headteacher, who has been in post for little over a year, is providing a dynamic drive to improve standards throughout the school. The school improvement plan is well written and provides a good foundation for further development. The school's evaluation of its own effectiveness is detailed and accurate. Staff, governors and parents are all included well in this process. The subject coordinators provide satisfactory support to the leadership and management. Aspects of their work, such as monitoring and evaluation, are underdeveloped.

The governors provide satisfactory support and challenge to the school. Their capacity to govern has been significantly improved over the last year and they now have a good knowledge and understanding of their school's strengths and weaknesses.

The school ensures that pupils with specific difficulties are integrated into school life. For example, it regularly takes in pupils who have been excluded from other schools and gives them good support.

The accommodation is good. The school provides an attractive and welcoming environment in which pupils can thrive. A new library and ICT room are a welcome addition to the school building. Resources for ICT are inadequate but the school has set aside some of its surplus funding to improve them. Although several aspects of the school's work, including standards and progress, have declined since the last inspection, this has now been checked and there are strong signs that improvement is under way. For example, communications with parents, pupils' behaviour, health and safety, and the quality of teaching have all improved. The school therefore has good capacity to improve. It provides satisfactory value for money.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Ludgvan Community Primary School Lower Quarter Ludgvan Penzance Cornwall TR20 8EX

1 November 2005

Dear Pupils

Thank you for welcoming us to your school and telling us so much about it. We enjoyed talking to you. You gave us a lot of information about what you like and dislike and this was a great help to us. We were very impressed with the displays of some of your work.

What we most liked about your school:

the improvements that have been made recently

your positive attitudes, and the way you look after each other

the progress you are making in Years 1 and 2

the work from your Celtic project.

We have asked your headteacher and others to work on:

helping you to understand how you can improve your work and making sure the teachers check on how well you are doing

developing better ways to help you with your writing

improving ICT in the school so that you can use computers more often in all subjects.

We hope your school continues to improve.

Peter Clifton

Lead Inspector