



Illogan School

Inspection Report

Unique Reference Number 111857
LEA Cornwall
Inspection number 278796
Inspection dates 17 January 2006 to 18 January 2006
Reporting inspector Peter Way HMI

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

Type of school	Primary	School address	Churchtown
School category	Community		Redruth
Age range of pupils	4 to 11		Cornwall TR16 4SW
Gender of pupils	Mixed	Telephone number	01209 842360
Number on roll	219	Fax number	01209 842360
Appropriate authority	The governing body	Chair of governors	Mr Mike Walker
Date of previous inspection	18 January 2000	Headteacher	Mr H Philpott

Age group	Inspection dates	Inspection number
4 to 11	17 January 2006 - 18 January 2006	278796

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of schools and an Additional Inspector.

Description of the school

Illogan Primary School is smaller than average and the roll has slowly declined since the expansion of neighbouring schools. It serves a diverse rural community. Just under one fifth of the pupils are eligible for free school meals, which is similar to the national average. There are no pupils from minority ethnic groups. The proportion of pupils with special educational needs is similar to the national figure, but is twice the national average for pupils with statements. The school is an active member of the local Excellence Cluster.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's leadership has judged all aspects of the school's performance and effectiveness to be satisfactory. The inspection team agrees, except in underestimating its contribution to personal development which the team judges to be good rather than satisfactory. This is mainly because pupils enjoy coming to school, they enjoy their lessons and their behaviour is good. Attention to pupil welfare is a strength of the school. This is an inclusive school which gives good personal support to all pupils, including a significant number with particular needs. The pupils benefit from the school's involvement in the local Excellence Cluster which increases educational opportunities. Parents who responded to the questionnaire are very supportive. Standards of attainment are average and progress is satisfactory. Pupils have a sound start in the Reception Year and the majority achieve national expectations by the end of Year 6. Monitoring pupils' progress needs further development, teachers' expectations of pupils are not always high enough. The staff work well together, and jointly have the capacity to make the necessary improvements, with guidance from the senior management team. Recent training in school leadership has enabled the senior management team to understand more clearly the strategies which must be embedded to raise standards. Progress on the issues raised in the last inspection was initially slow because the approach to school improvement was not focused on the correct priorities and evaluation of performance was inadequate. Recent improvements have been much more effective. The school provides satisfactory value for money.

What the school should do to improve further

In order to continue improvement the school must:

- ensure that school performance is monitored, evaluated and improved to meet challenging targets
- make use of assessment information to raise teachers' expectations of pupils' capabilities and set work well matched to their learning needs.

Achievement and standards

Grade: 3

Pupils make satisfactory progress throughout the school and when they leave at the end of Year 6, standards are close to the national average. Pupils with special educational needs also make satisfactory progress. When they enter the Reception Year the pupils' skills and abilities are slightly below those found nationally. Most make sound progress in the Reception Year and the majority achieve expected outcomes as a result. Inspection Report: Illogan Primary School, 17–18 January 2006 3 Document reference number: HMI 2507 January 2006 In the tests for seven-year-olds, the majority of pupils reach standards which are expected for their age. The school's overall results have shown steady improvement during the last five years. Attainment in reading is generally good and about one third of pupils achieved the higher Level 3 in 2005, which is above the national average. There are weaknesses in writing skills especially for higher-attaining pupils. Throughout Key Stage 2, pupils make adequate progress

but this has not been monitored sufficiently carefully to ensure that all pupils achieve as well as they can. Although overall attainment in the last five years is close to the national figure, there is some variation between subjects. Attainment in mathematics and science is showing more sustained improvement. There was significant under-performance in English in 2005 and the school is taking steps to remedy this. More challenging targets are needed for English and mathematics to raise overall standards of attainment.

Personal development and well-being

Grade: 2

Personal development is good. Pupils enjoy their education and are keen to come to school. Attendance is good. They feel happy because teachers support and care for them well. They follow the school rules and behaviour is good. Pupils with significant behavioural difficulties are well managed and supported. Pupils say that the rare incidents of bullying are treated seriously. Their spiritual, moral, social and cultural awareness is satisfactory. Social development is good. As they grow up, they develop self-confidence and the ability to separate right from wrong. Pupils are sociable and enjoy working with one another and with adults. Older pupils take responsibility seriously and care well for those who are younger. As noted in the last inspection, there is scope to develop pupils' understanding of other cultural traditions and peoples' lives beyond the school and local community. Pupils understand the need to be safe, particularly in the local environment near water and disused mines. They know they should eat healthily and take regular exercise. They feel their ideas are listened to in the school council. They contribute satisfactorily to the community through links with the church, by inviting local elderly people to lunch and through charity work.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Some aspects of teaching are good. Teachers have good relationships with pupils and manage them well. Inspection Report: Illogan Primary School , 17–18 January 2006 4 Document reference number: HMI 2507 January 2006 Lessons are clearly planned, often with varied activities for pupils of different abilities. Good examples of exciting and engaging lessons were seen during the inspection. Teaching assistants and other adults give good support to groups of pupils and individuals with particular needs. Good practice in teaching methods and strategies exists throughout the school but the quality is not consistently good. Pupils have good attitudes and say they like to be given challenging work. Assessment information is not yet used well enough to identify clear targets to improve pupils' performance. Work is not matched carefully enough to learning needs, and pupils, particularly the more able, do not always make the progress of which they are capable. Teachers sometimes set pupils targets to work towards and give them clear guidance to understand the next steps for improving their work. Frequently, pupils

are not given enough information about how well they are doing, and marking of their work lacks purpose. Not enough time is given to reflection, review and consolidation. New systems for gathering information about pupils' progress, and pupils' greater involvement in self-assessment, are proving effective. Implementation of these strategies across the whole staff is currently in progress.

Curriculum and other activities

Grade: 3

The school provides a broad curriculum which engages pupils in learning and successfully develops their understanding of the wider world. Enrichment days, off-site visits, a residential activity week for Year 6 and visits from theatre groups and others, such as community police officers, extend pupils' learning beyond the classroom and make a good contribution to personal development. The introduction of French in Year 3 helps to develop their cultural understanding. There is an effective programme for personal, social and health education, including water safety, which has a positive impact on pupils' understanding of the importance of staying safe and healthy. Regular circle time discussions in class help pupils to explore personal and social concerns. There is a satisfactory range of extra-curricular activities, including sports which benefit pupils' health and well-being. The school takes good advantage of its links through the Excellence Cluster to provide pupils with additional opportunities such as in sports, in the development of business enterprise skills and for some gifted and talented pupils to explore subjects in more depth.

Care, guidance and support

Grade: 3

The attention given to pupils' personal welfare is a strength of the school. Pupils are confident that there is always someone to talk to and care for them. The school has a good understanding of the difficulties that some pupils face. Inspection Report: Illogan Primary School, 17–18 January 2006 5 Document reference number: HMI 2507 January 2006 and is sensitive to their needs. Child protection procedures are effective. Pupils with special educational needs and physical disabilities are supported well by all staff so that they take part fully in all the school activities. The support and guidance given to pupils' academic progress is less well developed. Where there is good practice, pupils understand what they are learning and what they are expected to achieve by the end of the lesson; they are also more involved in assessing their own learning. This good practice is not yet shared consistently across each subject and in all classes, but staff are working together to improve this.

Leadership and management

Grade: 3

The standard of leadership and management in the school is satisfactory. The management team's training through the Primary Leadership Programme is being used to raise teacher expectations and pupils' standards of attainment. The varied skills of

the leadership team, including the headteacher, are being used effectively to lead further staff development and training. Leadership in mathematics and English is good. The capacity exists to continue school improvement and ensure that it is more clearly focused on well-founded priorities for development. Parents and pupils are occasionally consulted for their views. Progress since the last inspection has been variable. The format for the school improvement plan and the detailed action plans have improved but are not yet well enough grounded in an accurate analysis of the school's performance. More systematic monitoring is beginning to give leadership a better view of the school's performance, but there has been too little evaluation of outcomes. Provision for information and communication technology has improved significantly. There are good links with the local Excellence Cluster which benefit staff and pupils. The governing body has improved the role it plays in holding the senior management team to account for school performance and needs to continue developing its role in school improvement planning.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	4	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Dear Children It was a pleasure for my colleague and me to visit your school recently. We very much appreciated and enjoyed our conversations with you. Thank you for giving us a warm welcome and for sharing with us your opinions about your school. You will remember that we came into some of your lessons and you may have seen us in discussions with your teachers or looking through your books and at the displays on the walls. You probably know that we were 'inspecting' your school. Just like your work in science, which you enjoy so much, we looked at the evidence and came up with some conclusions – here they are:

- The teachers are very caring and look after everyone very well. You also do your best to look after each other, especially the younger children. It is a very caring school. Your behaviour is generally good and the teachers let you know firmly when it is not good enough. You attend school regularly. Everyone has a good chance to take part in lots of different activities. Some of your lessons are really exciting and you clearly enjoy your education.
- There are two things which the school has to improve. Firstly, to make sure all the developments around the school have a real benefit for you; and secondly, for the teachers to make sure that they give you work which is neither too easy nor too hard but makes you use your concentration, determination and all your brain power. And one last thing: I haven't put this in the report, but I think your school council should ask again for some good playground markings so that you have more to do at playtimes. Good luck