



# Launceston Community Primary School

Inspection Report

**Unique Reference Number** 111931  
**LEA** Cornwall  
**Inspection number** 278816  
**Inspection dates** 5 July 2006 to 6 July 2006  
**Reporting inspector** David Humphries HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Windmill Hill
<b>School category</b>	Community		Launceston
<b>Age range of pupils</b>	4 to 11		Cornwall PL15 9AE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01566 772143
<b>Number on roll</b>	209	<b>Fax number</b>	01566 776783
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr James de Ferrars
<b>Date of previous inspection</b>	13 November 2000	<b>Headteacher</b>	Mrs Carol Green

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 5 July 2006 - 6 July 2006	<b>Inspection number</b> 278816
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## **Introduction**

The inspection was carried out by two of Her Majesty's Inspectors.

## **Description of the school**

Launceston Community Primary School is an average-sized primary school close to the centre of the market town of Launceston. The school attracts pupils from the town and surrounding rural area. The proportion of pupils entitled to free school meals is in line with the national average. There are very few pupils from minority ethnic groups or with English as an additional language. At the time of the inspection, a substantial building programme was nearing completion.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Inspectors judge that the overall effectiveness of the school is satisfactory. Until recently, the school had an over-optimistic view of its performance, but a new and more rigorous approach to self-evaluation now reflects inspectors' judgements more closely. The headteacher provides strong and clear-sighted leadership to take the school forward. Her determination to improve teaching and learning is beginning to have an impact, although there are limitations in the effectiveness with which teachers with leadership and management responsibilities are building on the changes that she has already made. Following a period without stable leadership, the inspectors' judgement, based on recent progress, is that the school has good capacity to improve further and provides satisfactory value for money.

Pupils make satisfactory overall progress throughout the school so that the standards they reach at age 7 and 11 are in line with national averages. However, there are variations between classes and from year to year because teaching is not of a consistently high quality and does not always make good use of assessment information. There is some effective and well-structured teaching, but this good practice is not yet established securely across the school.

The school provides effectively for children in the Foundation Stage. They respond positively to work which interests them and develops their learning and social skills so that they are well prepared for their work in Year 1.

Pupils behave very well. They are positive about their work and are keen to contribute to developing the school and their local community. A broad curriculum meets their needs and is complemented by a varied programme of enrichment activities and high levels of care and support. Pupils enjoy their education and the overwhelming majority of parents are positive about the school's work.

### What the school should do to improve further

- Improve the quality of teaching and learning by building systematically on the best practice in the school to ensure that lessons are clearly structured with well-organised and stimulating learning activities.
- Improve assessment and target setting so that teachers have a clear view of pupils' learning needs and can provide effective teaching to deal with these at an early stage.
- Improve the quality of leadership and management so that changes and improvements led by the headteacher are embedded securely in practice across the school.

## Achievement and standards

### Grade: 3

Achievement and standards are satisfactory. Pupils enter the school with broadly average attainment. In recent years, the progress they have made by the end of Year

2 has been variable and some groups have not reached the standards that should be expected, given their starting points. However, more effective teaching and a sharper focus on raising standards have helped pupils now in Year 2 to make satisfactory progress so that their recent test results are broadly in line with the national average.

While there are variations from year to year, most pupils make satisfactory progress from Years 3 to Year 6, so that the standards they reach in national tests at age 11 are either close to or above average. The targets set by the school in 2005 were comfortably exceeded. The most recent results show a smaller proportion of pupils attaining the higher levels and meeting challenging targets, but the overall attainment of this year group was below average when these pupils were in Year 3.

The individual support provided by teachers and teaching assistants helps pupils with a range of learning difficulties and disabilities to make satisfactory progress throughout the school.

The school is aware that variations in the quality of teaching and learning have an impact on pupils' achievement. It is beginning to tackle this issue, although much needs to be done to establish teaching of consistently high quality across all year groups.

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

### **Grade: 2**

The personal development and well-being of pupils are good. Pupils develop positive values and attitudes and make good progress in their spiritual, moral, social and cultural development. They learn about the wider global community through the school's strong links with a school in Uganda and visits from the staff at that school.

Pupils enjoy school and have highly positive attitudes to learning. Their behaviour is mostly exemplary and they act safely and responsibly, both in lessons and during breaks and lunchtimes. Their attendance is good and has improved recently. Pupils engage well with all adults, both teaching and support staff, and with each other. One Year 6 girl described how she enjoyed helping to give out the equipment for the lunchtime 'Huff and puff' activities because she liked seeing how happy the children were in using it.

The school council helps to develop pupils' understanding, as well as providing opportunities for class representatives to exercise responsibility on behalf of their peers and to develop skills for later life. The council represented pupils' views about developing the playground as part of the building project and their ideas were taken forward in the final plans. Together with adults, pupils contribute positively to the community through the school's excellent 'sustainable travel' plan. This has reduced markedly the number of cars on the school site and encourages pupils to walk to school.

Pupils show a keen awareness of the importance of healthy life styles. They appreciate the healthy options available at lunchtimes and enjoy the morning exercises before the start of lessons.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory, but the quality varies widely from unsatisfactory to very good. Pupils experience very mixed practice, depending on which year group they are in. Currently, the school is not doing enough to improve the weakest teaching by learning from the best.

The very good lessons are clearly structured and well organised, so that pupils know what they have to learn and settle to work with enthusiasm. The teachers choose uncomplicated activities which are also highly attractive to children. These motivate them to take part and make progress. The youngest children, for example, were entranced to find some lost 'treasure' outside and were motivated by it to write simple posters to advertise for the owner. Very simple teaching approaches are often highly effective, such as asking pupils to remind each other of work done earlier in the week before moving on to that day's lesson, so making good links across different lessons and ensuring that all pupils take part.

When setting targets to improve pupils' learning, particularly in English and mathematics, teachers do not look in enough detail at what pupils can actually do, or not do. Consequently, some pupils' difficulties, particularly in learning to read and write, are not analysed closely or tackled at an early stage. Although there are systems for tracking pupils' progress, in some cases there is insufficient focus on analysing exactly what different groups of pupils need to learn next and on providing the right teaching.

### Curriculum and other activities

#### Grade: 2

The quality of the curriculum is good. It meets all statutory requirements, has good breadth and is enriched through the teaching of French and Spanish for older pupils. A pilot programme for developing the social and emotional aspects of learning, although still being introduced, has broadened provision further and is helping pupils to cope with the demands of growing up. Physical exercises at the start of each day help to ensure that pupils are alert and well prepared for learning. The curriculum is enhanced by a rich programme of after-school clubs and residential visits. These are very popular with pupils and parents and contribute greatly to pupils' enjoyment of school.

### Care, guidance and support

#### Grade: 2

The quality of care, support and guidance is good. The school has a secure and caring ethos and there are comprehensive arrangements for ensuring pupils' health, safety and protection. Consequently, pupils feel safe and are confident about approaching staff for support and help. During the inspection, careful arrangements and supervision

helped to ensure pupils' safety during the extensive building work that was taking place.

Provision for pupils with significant learning difficulties or disabilities is good. These pupils are guided and supported effectively and generally make progress in line with their peers. Teaching assistants have very positive and effective relationships with the individuals and groups with whom they work most closely. They ensure that those who find it difficult to learn, for whatever reason, have ample chances to take part in lessons and enjoy learning. The school makes good use of external support agencies to help those with more complex needs.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Following the last inspection, the school experienced a period of instability with substantial changes within the governing body and several headteachers. The present headteacher is now well established. Her strong, highly committed and perceptive leadership has secured the support of governors and staff, and there is a clear sense of momentum as she drives through improvements in key areas. The quality of leadership at other levels is more variable. Despite being very supportive, it is not always sufficiently sharply focused on improving teaching and learning and raising standards. Governors are committed and increasingly knowledgeable about the school's work.

A substantial building programme is nearing completion. Although it has caused some disruption to the life of the school, careful management has minimised its impact. The headteacher has not allowed it to deflect her attention from improving the quality of the school's work.

Until recently, the school had an over-optimistic view of its performance. A new and more thorough approach to self-evaluation and improvement planning now builds on the views of pupils and parents and encourages the active participation of staff and governors. This is enabling the school to form a more realistic view of its strengths and weaknesses. Similarly, greater rigour in judging the quality of teaching is helping the school to form a more incisive view of what needs to be done to raise standards.

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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?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	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>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	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	2	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**

I am sure that you will remember that your school was inspected on 5 and 6 July 2006. Some of you met the inspectors and many of you will have seen us around the school. We enjoyed talking to you and listened carefully to what you had to tell us because what you think about your school is very important. Many of the people who look after you at home filled in a form to let us know how they felt about the school and we were very interested in their views. I hope you will talk to them about the inspection report and this letter because they explain what your school does well and how it can become better.

Launceston is a friendly school. Most of you behave very well and enjoy coming to school. Many of you walk to school and we were pleased to see how you try to stay healthy. You have acted sensibly and responsibly while the work is going on for the new school buildings. In lessons, you work hard and want to learn. Many of you make the most of the clubs and visits arranged by the school. Your teachers and teaching assistants care for you and want you to do well.

You have some good teachers, but we have asked the school to make sure that all of you get good teaching in your lessons. We have also asked teachers to think carefully about the things you find difficult and about how they can help you to get better at them. You can play your part by trying hard and helping one another.

You have a very good headteacher. She knows what your school does well and understands how to make it better. We have asked the school to make sure that her good ideas are followed up by all the teachers.