

Leedstown Community Primary School

Inspection report

Unique Reference Number	111811
Local Authority	Cornwall
Inspection number	289059
Inspection date	15 May 2007
Reporting inspector	Paul Sadler

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	57
Appropriate authority	The governing body
Chair	Kath Jones
Headteacher	Stuart Hood
Date of previous school inspection	3 July 2001
School address	Townshend Road Leedstown Hayle TR27 6AA
Telephone number	01736 850242
Fax number	01736 850242

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is organised into three classes: Years R–2, Years 3–4 and Years 5–6. The proportion of pupils from minority ethnic groups is below average, as is the proportion who speak a language other than English at home. The proportion of pupils with learning difficulties or disabilities is average. An independent playgroup operates in the school during the morning.

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 provides a satisfactory standard of education and has some good features. Children start school with the expected skills and abilities. They make satisfactory progress in the Foundation Stage, by the end of which most attain the standards expected of children of their age. In Years 1 and 2, while overall progress remains satisfactory, some more-able pupils make slower progress as the work is not always planned adequately to meet their needs. Pupils make good progress in Years 3 to 6, and by the end of Year 6 they attain average standards in national tests in English, mathematics and science. The proportion attaining the nationally expected Level 4 is above average, partly because pupils with learning difficulties receive good support and achieve well. Overall, pupils' achievement throughout the school is satisfactory.

Good quality care, support and guidance means that pupils' personal development and well-being are good. There are strong links with the community and good use made of the local environment. Pupils have a good understanding of the importance of a good diet and exercise for a healthy lifestyle. They behave well and report that there is little bullying. Pupils enjoy school and make a good contribution to village life, for instance, by giving performances of drama and music. Their attendance, which was unsatisfactory at the last inspection, is now satisfactory. The school does all it can to improve it further. Teaching and the curriculum are satisfactory. There are weaknesses in planning suitably challenging work for more-able pupils in Year 2. Planning is strong in Years 3 to 6, where particularly good use is made of marking, assessment and the setting of targets to give good academic guidance.

Leadership and management are satisfactory. Parents and pupils have confidence in the staff. Some good systems exist, for instance, to monitor teaching and learning, but areas of weakness are not always quickly identified and remedied. Some appropriate actions have been taken, for example, in improving the accommodation and resources for younger pupils, which are now very good, and in working to improve attendance. Subject leadership is proving effective in raising standards in Years 3 to 6, and leadership and management of the Foundation Stage, and in Years 1–2, are satisfactory. Improvement since the last inspection has been satisfactory overall and the skills exist within the staff to ensure that improvement continues.

What the school should do to improve further

- Improve the quality of curriculum planning and teaching to ensure that more-able pupils, especially in Year 2, make good progress.
- Ensure that weak areas of pupil performance or in the school's provision are more quickly identified and remedied. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. By the end of the Foundation Stage, most can read and write simple phrases. In Years 1 and 2, achievement is also satisfactory and pupils develop some useful skills, such as estimation, but the progress of some of the more able pupils, especially in Year 2, is not as fast as it could be. At the end of Year 2, most are attaining the standards of reading and writing expected of pupils of their age. In Years 3 to 6 they make good progress. For instance, pupils in Years 3 and 4 understand why a circle has infinite symmetry. By the end

of Year 6, pupils attain average standards in English, mathematics and science. The vast majority, including some with learning difficulties, attain the expected Level 4.

Personal development and well-being

Grade: 2

Pupils are enthusiastic about school and behave very well, except when their concentration lapses in lessons, as occasionally happens in Years 1 and 2. Pupils' spiritual, moral, social and cultural development is good. They are developing a good understanding of people of other religious and cultural beliefs, for instance, by studying their art and play. They have a good awareness of health and fitness and are keen to eat fruit rather than sweets, and to walk to school, which many do at least once each week. They have a good knowledge of how to stay safe. Their attendance is satisfactory and the school works hard to improve it, for example, by discouraging family holidays in term time. Pupils see themselves as an important part of the village community, as when they help with the display of Christmas lights for which the village is well known. The skills pupils will need in adult life are developing in a satisfactory way but they have limited access to information and communication technology (ICT). The school plans to rectify this in the near future.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory in the Foundation Stage, where pupils are taught in a variety of ways. Teachers and their assistants are effective in showing pupils new skills but are sometimes slow to offer the independence that allows the pupils to make rapid progress. This weakness is more apparent in Years 1 and 2, where the teaching, although it remains satisfactory overall, does not always allow the pupils to build on what they have already learned. In Years 3 to 6, teaching is good. It is well planned to meet the needs of the range of ages and abilities in each class. Resources such as the interactive whiteboard are used well to stimulate pupils' interests. Marking contains useful comments that enable pupils to improve their work. Pupils with learning difficulties and disabilities are taught well throughout the school, with good use made of the effective teaching assistants.

Curriculum and other activities

Grade: 3

The curriculum for the Foundation Stage is satisfactory as children have indoor and outdoor activities that make use of the very good range of resources available. This approach continues in Year 1, appropriately with increasing use of more formal activities. However, for some pupils in Year 2, these activities are not always planned to build effectively on their growing skills and knowledge. However, pupils throughout the school experience a broad curriculum which makes good use of educational visits and external expertise. Opportunities for sport and music are especially good and pupils enjoy learning French. Opportunities for ICT are limited by restricted equipment. There is a good range of additional clubs and activities, which many pupils enjoy.

Care, guidance and support

Grade: 2

Pupils are cared for well, a fact that is much appreciated by parents. 'The interest shown by staff in the children is excellent' being a typical comment. Arrangements for child protection are satisfactory. The necessary records are kept, but they are not organised as well as they might be. All staff, including the headteacher, have a good knowledge of each pupil. In Years 3 to 6 especially, this knowledge is used to set targets which pupils understand and can monitor with the teacher. They are enthusiastic about this good academic guidance, which is very well developed in English and is beginning to develop in mathematics and other subjects.

Leadership and management

Grade: 3

The staff have some good ways to monitor the school's work and this is beginning to have a positive impact, for example, in identifying and planning what is needed to improve ICT. The views of parents are sought, alongside those of pupils through the school council, and are acted upon when appropriate, for instance, in formalising an anti-bullying policy. However, a few weaknesses in the provision, for example, in planning lessons that meet the needs of the wide range of ages and abilities in some classes, have not been identified and tackled. Knowledge of what has been found to be effective in other schools is limited. Subject leaders are beginning to make good use of data to identify pupils' strengths and weaknesses, especially in Years 3 to 6. Leadership and management of the Foundation Stage are satisfactory. The work of governors in challenging leaders and managers to bring about improvement is also satisfactory. Since the last inspection there have been satisfactory improvements in the provision for the Foundation Stage and in attendance. Leaders and managers demonstrate a willingness to learn and are in a satisfactory position to carry out further improvements.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

24 May 2007

Dear Pupils

Leedstown Community Primary School, Townshend Road, Leedstown, Hayle, Cornwall TR27 6AA

We very much enjoyed talking and listening to you and seeing your work when we visited your school recently. We want to thank you for spending time with us. We especially enjoyed seeing some of your artwork, which we thought was very good. Your school is a satisfactory school with plenty of good things about it. The most important things are:

- You make steady progress and results in the Year 6 tests are about average.
- You behave well, enjoy school and say there is little bullying.
- The things you do for the village and the wider world, for instance, by helping with the Christmas lights, are good.
- Teaching is satisfactory and has a number of good points, such as the way teachers make the lessons interesting by using the interactive whiteboards.
- All the staff look after you and show you how you can improve your work.
- The school is led and managed in a satisfactory way and you and your parents think highly of it.

There are ways in which the school can be improved. We have asked that pupils in Year 2 are given increasingly difficult work so that they can learn more quickly. You can help by telling the teacher if the work is too easy for you. We have asked that the school finds out more about good things that are happening in other schools so that these can be tried at your school.

Yours sincerely

Paul Sadler Lead Inspector