



# Ladock CofE School

## Inspection Report

**Unique Reference Number** 112010  
**Local Authority** Cornwall  
**Inspection number** 289144  
**Inspection date** 9 October 2006  
**Reporting inspector** Paul Sadler

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

<b>Type of school</b>	Primary	<b>School address</b>	Ladock
<b>School category</b>	Voluntary aided		Truro
<b>Age range of pupils</b>	4–11		TR2 4PL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01726 882622
<b>Number on roll (school)</b>	52	<b>Fax number</b>	01726 882622
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ian Turner
		<b>Headteacher</b>	Sally Penhaligon
<b>Date of previous school inspection</b>	1 January 2002		

<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school serves the small village after which it is named and the surrounding area. All the pupils are of White British origin and the proportion with learning difficulties or disabilities is low. The school is organised into two classes, for the Reception Year to Year 2, and for Years 3 to 6. The school has had acting headteachers since Easter 2006 and the governors are experiencing difficulty in recruiting a new permanent headteacher.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school in which pupils, including those with learning difficulties and disabilities, achieve well and attain high standards in their work. They start school with broadly average skills and leave having attained well above average standards in the national tests in English, mathematics and science taken at the end of Year 6. The progress they make in Years 3 to 6 is among the highest in the country. Pupils' personal development is outstanding. They behave very well and show care and concern for each other, the wider communities and the environment. They have a very good understanding of how to lead healthy and safe lives, for instance, by making healthy dietary choices and taking regular exercise. They enjoy school – one pupil said that the worst thing about it is 'when it is closed'. They contribute very well to the local community, especially through the school's links with the church and through music performance and charity collection and distribution. Teaching is good. Children in the Reception Year are taught through an interesting range of activities and in both classes lessons are planned carefully to meet the needs of pupils with a wide range of ages and abilities. The skills of teachers, teaching assistants and other adults are used very well to benefit all pupils by sharing their expertise across the school. School leaders have rightly identified that pupils make slower progress in Years 3 and 4 and have taken steps to put this right. The curriculum is good with a wide range of subjects and enrichment activities. Previous weaknesses in the use of information and communication technology (ICT) have been put right and leaders are now turning their attention to other subjects such as geography. Pupils receive good care, welfare and guidance. Care and welfare are excellent and guidance is good. Pupils' progress is tracked carefully and they are given targets and advice on how to improve their work. However, for pupils other than those in Year 6 this is a recent development and as yet some pupils do not fully understand how their targets tell them how to improve their work. Leadership and management are good. Staff have completed an accurate and penetrating analysis of the school's strengths and weaknesses and have drawn up a good plan to improve the latter. Teaching and learning are now rigorously monitored and plans concentrate on how to further improve the teaching. Pupils' and parents' views are sought, for instance, through the school council and questionnaires. The majority of parents are very happy with their children's education – their views summed up by one who commented: 'The fantastic family atmosphere has given my daughter great confidence and inspiration to learn.' However, a significant minority express understandable concern over unresolved staff appointments. Governors work well together and are trying hard to make the necessary appointments. They have made good temporary arrangements which have enhanced the quality of the education the school provides.

### **What the school should do to improve further**

- Ensure that the curriculum and teaching for Years 3 and 4 enable pupils to maintain the progress seen throughout the rest of the school.
- Explain to pupils below Year 6 how to use to best effect the good advice they receive on improving their work.

## **Achievement and standards**

### **Grade: 2**

Children start school with attainment that meets the expected levels, although their communication, language and literacy and emotional development is lower than expected for this age group. At the end of the Reception Year, most attain the goals set for children of that age. By the end of Year 2, they have made good progress in relation to their starting points. Many can use computers, including the Internet, independently and can write and spell accurately. By the end of Year 6, pupils attain high standards in national tests and they have made very good progress since the end of Year 2. The school's good systems for tracking progress have identified that this is slower in Years 3 and 4 and the curriculum and teaching methods are being adapted to address this.

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

### **Grade: 1**

Pupils behave very well and have excellent relationships with each other and with the adults in the school. Their spiritual, moral, social and cultural development is excellent. A good example is at lunch. All pupils sit in friendship groups and, after the saying of grace, eat their packed lunch or make healthy choices from the very good meals provided. They eat in a polite and calm manner, with older pupils acting as monitors and providing water to drink. Older pupils respond very well to the many opportunities they are given to take responsibility, for instance, as librarians, school councillors or as 'buddies' for younger pupils. They enjoy school and say there is no bullying as 'everyone knows each other'. They gain an understanding of the need to contribute to the community, for instance, by delivering harvest produce to the elderly and by collecting for charities. The many visitors to the school open their horizons to other cultures and faiths. The good education they receive develops well the skills they will need in later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

In the Reception Year, children are taught well through guided play and more formal methods in order to prepare them for a range of approaches when they are older. For older pupils, the teaching has two particular strengths. First, activities are planned to meet the needs of pupils of particular ages and abilities. In Years 3 and 4, the school recently identified some weaknesses in the curriculum which are now being put right. Second, the good range of skills of the adults in the school, enhanced by external expertise, especially in music, is used to the benefit of all pupils. The teacher with expertise in information and communication technology (ICT), for instance, has taught all the pupils. Staff work with the pupils who most need their help with the particular

activity being undertaken. Teachers have high expectations of what pupils can achieve, for instance, in giving Year 2 pupils challenging tasks involving research on the Internet.

## **Curriculum and other activities**

### **Grade: 2**

The skills of English, mathematics and ICT are given an appropriately high priority and there is an exciting range of other activities that motivates pupils and promotes their personal development well. Children in the Reception Year have the full range of experiences, although the school has identified and is correcting weaknesses in this provision in a few areas, such as their knowledge and understanding of the world. Similar changes are being made to the curriculum for older pupils to ensure it fully meets the needs of those of all ages. A particular strength is music, where external expertise is used well to enhance the curriculum. There is also a good range of other activities in sport and the arts. Local networks are used well, including to broaden the opportunities for more able pupils, for instance, through 'masterclasses' in mathematics.

## **Care, guidance and support**

### **Grade: 2**

Pupils receive very good care as staff know them and their parents well. This is acknowledged by parents. Child protection procedures are sound, although recent staff changes mean some await training. Parents feel they know how their children are getting on and how to help them at home. Good academic guidance, with the setting of targets and much help to improve work, has long been a feature in Year 6. This has recently been extended to all pupils, but some younger pupils do not yet know how to use the guidance to improve their work as this has not been fully explained to them.

## **Leadership and management**

### **Grade: 2**

All staff, including support staff, contribute well to the school's development. Since Easter 2006, two acting headteachers have made a good impact in monitoring the school's work, accurately identifying strengths and weaknesses, and drawing up good plans to put the latter right. Staff are good at evaluating the school's effectiveness but they have been somewhat modest in judging the school's performance in relation to others, which is understandable in the light of staffing uncertainty. The governing body is making every effort to ensure a permanent headteacher is recruited as soon as possible. However, there is plenty of evidence that the school continues to make good progress. The Foundation Stage provision for the Reception Year is good and the good improvement since the last inspection has been continued. This good track record of recent improvement suggests that the present staff are well placed to continue this improvement in the future.



## Inspection judgements

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

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

<sup>1</sup> 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.



## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

- I very much enjoyed talking and listening to you and seeing your work when I visited your school recently. I want to thank you for spending time with me. I especially enjoyed attending your assembly in the church and seeing the polite and mature way you behaved in the dining room. I agree with you and your parents that your school is a good one. These are some of the best things about it:
- You learn quickly and Year 6 pupils do very well in the national tests (SATs).
- You behave well, get on very well together and help each other, partly because the older pupils get lots of opportunities to be responsible.
- You keep healthy by eating sensibly and by using the opportunities to take part in sport and games. You also know how to keep safe and look after the environment.
- The Reception children get a good education with lots of exciting activities that help them with their learning when they are older.
- There is lots of interesting work for you, including activities outside the school day. The music is especially good.
- You are taught well. The teachers plan lots of exciting activities and use ICT very well to help you learn. I was especially impressed with the way all the staff use their expertise to help all of you.
- You are very well cared for by the staff.
- The acting headteacher, the other staff and the governors lead the school well. I have asked the school to improve two things. First, to make sure pupils in Years 3 and 4 get work that ensures they do as well as they can, and secondly, to explain to younger pupils how to use their targets and the advice from teachers to help them to improve their work. Those of you in Year 6 can help the younger ones to do this.