

Landewednack Community Primary School

Inspection report

Unique Reference Number	111814
Local Authority	Cornwall
Inspection number	310691
Inspection date	13 November 2008
Reporting inspector	Martin James

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	2–11
Gender of pupils	Mixed
Number on roll	
School (total)	76
Government funded early education provision for children aged 3 to the end of the EYFS	18
Childcare provision for children aged 0 to 3 years	11
Appropriate authority	The governing body
Chair	William Cole
Headteacher	Sue Wilson
Date of previous school inspection	29 November 2004
Date of previous funded early education inspection	29 November 2004
Date of previous childcare inspection	Not previously inspected
School address	Beacon Terrace The Lizard Helston TR12 7PB

Age group	2–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is much smaller than most primary schools. Nearly all pupils are from a White British background. The proportion of pupils eligible for free school meals is broadly similar to the national average. The proportion of pupils with learning difficulties and/or disabilities is average, although the proportion with a statement of special educational need is above average. A significantly higher than average proportion of pupils leave or join the school at times other than those normally expected. The Early Years Foundation Stage (EYFS) consists of Reception, which is integrated into one class with pupils from Years 1 and 2, and the Little Lizards Children's Centre Day Nursery, which is managed by the school governors. In recognition of its work, the school has received the Healthy Schools and Activemark awards

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. Pupils' personal development and well-being are good, as is their spiritual, moral, social and cultural development. Pupils enjoy school, and their behaviour and attitudes to their learning are good. The school's care, support and guidance for pupils are good, with the safety of its pupils being a priority. Parents are overwhelmingly positive about the school, and one said, typically, 'I have been very happy with my daughter's progress. I have nothing but praise for the school.' Another added, 'I would not want my children to go anywhere else.'

Standards are broadly average and pupils achieve well. When children start in the Nursery, their knowledge and skills are generally below those expected, especially in relation to their language skills. During their time in the EYFS, the children achieve well, with most reaching average standards by the end of Reception. In Years 1 to 6, the significant movement of pupils in and out of the school has an effect on the overall standards being attained, and, by the end of Year 6, whilst pupils individually achieve well, standards remain broadly average.

Good teaching is a key factor in pupils' good progress. Relationships are good. Teaching assistants are well deployed, and teachers make good use of a variety of resources and strategies to make the lessons interesting. Lessons are suitably planned, with careful allowance made for the needs of pupils with learning difficulties and/or disabilities. Similar allowance is not always made for the needs of other pupils, especially the more able.

The good curriculum contributes well to both pupils' enjoyment of school and their learning. It is interesting and varied, and, for example, helps to make the pupils aware of the need to follow a healthy lifestyle. The school routinely reviews its curriculum, with a current emphasis, for instance, being placed on the provision of more opportunities for pupils to develop their writing skills in other subjects. Pupils report that they enjoy the good range of visits, visitors and clubs that are provided.

The headteacher and other members of staff work well together, providing good leadership and management. Self-evaluation is effective in pinpointing where improvement is needed. The current recognition of the need to improve the quality of marking and setting targets illustrates this well. Governors are fully involved in supporting the work of the school. The good quality of the current provision and the improvements made since the previous inspection show that the school has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good teaching in the EYFS ensures that the children make good progress. The children are extremely happy in school, they enjoy themselves and their behaviour is excellent. The staff work hard to create a friendly and very caring learning environment in both Nursery and Reception, and the children also benefit from the good links that are established with parents. Adults provide the children with a good balance between activities led by teachers and chances for them to choose for themselves, and they take every opportunity to help them develop their various skills. For example, adults in Nursery frequently talk to the children, and the good range of reading and writing activities helps to tackle weaknesses in literacy skills. The staff provide a good range of resources and use the outdoor area to support all aspects of the curriculum. The accommodation provided for Reception does not make it easy for the children to move freely from indoor to outdoor activities, although staff and children do the best they can with

what is available. Leadership and management are good. The leader uses her specialist knowledge and enthusiasm well in making suitable provision for all the children. Other staff members give her good support in providing for their various needs.

What the school should do to improve further

- Ensure that teachers provide work that is challenging enough to meet the needs of all pupils, especially those who are more able.
- Ensure that marking and setting targets for pupils gives them a clear understanding of how to improve their work.

Achievement and standards

Grade: 2

Standards are broadly average and pupils make good progress. Children make a good start in the EYFS and by the end of Reception, most achieve average standards.

By the end of both Year 2 and Year 6, standards are also broadly average. However, throughout Years 1 to 6, a significant number of pupils either join or leave the school at times other than those normally expected. In some cases, pupils joining the school have gaps in their knowledge. The school supports these pupils well, although the standards they reach are sometimes not as high as those of pupils who have been in the school throughout. Those who remain throughout make good progress based on their earlier attainment. The school makes suitable provision for pupils with learning difficulties and/or disabilities, and this is helping them make good progress towards the targets set for them.

Personal development and well-being

Grade: 2

Pupils are polite and friendly, and they freely express their views about their work and school life. They behave well and show respect for each other, their teachers and the environment. Pupils feel safe in school, and they say that bullying is not a problem. They enjoy lessons and show this by their attentiveness and positive work ethic. The school has been proactive in promoting attendance, which is improved and is now satisfactory. Pupils' understanding of Britain's multicultural society is not quite as strong as the other good aspects of their personal development.

Pupils have a good awareness of how to stay healthy. They eat fruit and healthy meals, and they readily take part in physical exercise opportunities, for example 'Huff and Puff'. They know how to adopt safe practices, such as when using computers. Pupils contribute well to both the school and the wider community, and they participate actively in a wide range of village activities. The school council successfully enables pupils to gain an insight into the responsibilities of adult life, as well as giving the pupils a voice in the school. The council has been active, for example, in helping to improve playground facilities. Good achievement in literacy and numeracy ensures pupils are well prepared for the next stage of their education and their future working life.

Quality of provision

Teaching and learning

Grade: 2

Teachers have good subject knowledge. Classes are well managed, and lessons are interesting, with a good mixture of whole-class and group activities. Relationships are a particular strength, and pupils enjoy their learning. Teachers use a good range of resources and strategies, including interactive whiteboards, and pupils are well behaved and keen to learn. Teaching assistants are deployed effectively to promote learning, especially that of pupils with learning difficulties and/or disabilities. This ensures they are able to join in all class activities and achieve well. Occasionally, opportunities are missed for pupils to discuss their work at length in front of the whole class, to help them clarify their ideas and develop their understanding of the work being undertaken.

Teachers plan their lessons thoroughly, and the needs of pupils with learning difficulties and/or disabilities are met well. However, although planning also takes account of the needs of other pupils, it lacks the same consistency. On occasions, the work provided for these pupils, especially the more able, is not challenging enough, so that their knowledge and skills are not fully extended during the lesson.

Curriculum and other activities

Grade: 2

The curriculum enables pupils to study an interesting range of subjects, and this contributes to their good progress. There is a good emphasis on the use of the school's very attractive grounds, as well as the wider area of The Lizard. Plans are firmly in place to enhance the curriculum through the provision of French. The school believes that the curriculum overall might be made even more interesting through extending the links between subjects, to produce topics that will motivate pupils even more. A particular emphasis is also being placed on the greater use of literacy, as the school recognises that some pupils continue to have weaknesses in their writing skills. Learning difficulties and/or disabilities are carefully identified, and pupils are provided with a good range of tasks, activities and support.

There is a good emphasis throughout the school on developing pupils' personal and social skills. The curriculum makes an effective contribution to pupils' safe and healthy lifestyles. Pupils much appreciate and support enthusiastically the good range of outings, visitors and clubs.

Care, guidance and support

Grade: 2

Staff are very committed to the safety and pastoral care of their pupils, and parents are very appreciative of the way in which the school cares for their children. Pupils who join the school midway through the year are helped to settle quickly into their new surroundings. Child protection procedures are good, and staff are alert to signs that any pupil might be distressed or anxious. Safeguarding procedures are robust. Outside agencies are used effectively to support pupils when a need is identified. Safety checks and risk assessments are routinely carried out. Pupils are taught about the importance of healthy living, and they are reminded of the need to take care and stay safe, for instance when doing physical education.

Guidance and support in class are mostly effective, such as through the careful use of learning objectives during lessons. However, whilst pupils have targets in literacy and numeracy, discussions suggest that they are not always clear enough about what they need to do to improve their work. Similarly, whilst teachers regularly provide comments of praise and encouragement when marking pupils' books, they do not always give advice on how to make work better.

Leadership and management

Grade: 2

The headteacher leads the school with commitment and skill, and she is supported well by other staff members. The sharing of roles and responsibilities, within the small number of teaching staff, is done well. Staff are keen to make the best possible provision for pupils, especially to help them achieve as well as they can. Good links have been established with the local community, to enhance the pupils' learning experiences, and plans are in place to develop the school's involvement with wider communities. The school's self-review has been largely accurate in identifying strengths and areas for development. Its use of data and the setting of whole-school targets is good.

Subject leaders demonstrate a secure understanding of the strengths in their various subjects, and they have actively initiated strategies for making improvements. At present, they have limited opportunities to observe lessons in other classes, although plans are in hand for this to happen more frequently as different subjects become priorities for review. Governance is good, with the governors being fully involved, for example, in producing the school development plan and monitoring its implementation. They are currently working to further develop their understanding of data on pupils' performance, so that they may more readily exercise their role of 'critical friends' should the need arise.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

14 November 2008

Dear Pupils

Landewednack Community Primary School, Helston, TR12 7PB

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit. We both enjoyed joining you in assembly and talking to you in lessons, and my colleague especially liked talking to the school council. I am writing to tell you what we found out about the school, what we think is good, and what we think could be made better. Overall, you are in a good school, where you are doing well with your work. The headteacher and other staff know what they need to do to make the school even better.

These are some of the strengths of the school:

- Teaching is good, and teachers provide you with interesting lessons.
- Your behaviour and your attitudes to your work are good.
- You really enjoy the range of activities that the school provides, such as visits and different clubs.
- You know about how important it is to eat healthy food and take exercise.
- The staff know you well and take great care of you.
- Your parents are very pleased with the school.

These are things I have asked the school to improve:

- Make sure that you all get work in lessons that suits you and is hard enough for you.
- Ensure that the targets you have and the comments teachers add when marking your books help you understand clearly how to make your work better.

You can help, too, by making sure you know how to improve your work further.

We wish you all good luck for the future.

Best wishes

Martin James

Lead Inspector