

Landulph School

Inspection report

Unique Reference Number	111954
Local Authority	Cornwall
Inspection number	310741
Inspection date	18 June 2008
Reporting inspector	Martin James

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	72
Appropriate authority	The governing body
Chair	Graeme Richards
Headteacher	Beth Worth
Date of previous school inspection	13 October 2003
School address	Landulph Saltash PL12 6ND
Telephone number	01752 845572
Fax number	01752 845572

Age group	4-11
Inspection date	18 June 2008
Inspection number	310741

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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. Few pupils are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is similar to the national average. 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: 3

This school is satisfactory. It makes sound provision for its pupils, and so they make steady progress and reach average standards by the time that they leave. It also has some considerable strengths in the care and support for individuals which have a very positive impact on pupils' good personal development.

When children start in the Reception Year, their knowledge and skills are broadly as expected. They make satisfactory progress during their time in Reception, and by the end of the year, most have achieved the levels expected of them. Pupils then make satisfactory progress through Years 1 to 6 and, by the end of Year 6, they reach broadly average standards, although they perform less well in writing than in other subjects. Pupils with learning difficulties and/or disabilities achieve well, although the school recognises that more able pupils do not always do as well as they might.

The steady progress made by most pupils is a direct consequence of satisfactory teaching and a sound curriculum. Teachers relate well to pupils, their subject knowledge is secure and teaching assistants are well deployed in supporting pupils with learning difficulties and/or disabilities in particular. Lessons are well planned for the age ranges present in each class, but in most the challenge provided for more able pupils is sometimes limited. The school routinely reviews its curriculum, with a current emphasis being rightly placed on improving pupils' literacy and numeracy skills through work in other subjects. There is a good range of visits, visitors and after-school activities that enrich the curriculum.

Pastoral care is outstanding, with the safety of its pupils being a priority of the school. However, the guidance provided through marking and target setting does not always help them understand clearly how to improve their work. Pupils' personal development and well-being are good, and their social skills are well developed. Pupils' attitudes and behaviour are good, and they show great enjoyment in coming to school. Their contribution to the school and the wider community is outstanding. Parents hold overwhelmingly positive views about the school, and they support it well. One said, typically, 'I have nothing but praise for the school and what it offers.'

The headteacher and other members of staff are committed to improving the satisfactory provision they presently make for their pupils. Self-evaluation is effective in identifying where improvement is needed, and, for example, remedial action has been successful in improving standards in science. Governors support the school with enthusiasm, and they are fully involved in budgeting and development planning. Current planning shows a clear awareness of the ways to take the school forward and, with sound leadership and management, the school demonstrates a satisfactory capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 3

Children are happy in school, and in particular, they enjoy the company of the older pupils in the mixed age class. Adults provide the children with variety of tasks and experiences, and they give them an appropriate balance between activities which they choose for themselves, and work that is more teacher-led. However, on occasions, this work does not expect enough of the children, especially the more able. A good range of resources is provided, with the outdoor area, which has been created since the previous inspection, being used well. Opportunities are sometimes missed to encourage the children to talk more about their work and, as a result,

they are not always sure what is expected of them when they start their various tasks. This then slows their initial pace of learning. Adults are readily available to support the children with their work, however, and this ensures tasks are completed successfully. The staff work hard to create a friendly and most caring learning environment, and the children behave well. The children make satisfactory progress, attaining the standards that are expected by the end of the year.

What the school should do to improve further

- Ensure that teachers consistently provide challenging work for pupils, especially those who are more able.
- Provide more opportunities for pupils to develop their numeracy and, in particular, their literacy skills through the work provided in other subjects.
- Improve the quality of marking and target setting to ensure that pupils understand clearly how to improve their work.

A small proportion of 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

Standards overall are broadly average, and pupils' achievement is satisfactory. Children make a satisfactory start in Reception and, by the end of the year, they reach the expected levels. In Years 1 and 2, pupils make satisfactory progress and, by the end of Year 2, standards are broadly average. However, pupils do slightly less well in writing than in other subjects.

By the end of Year 6, although the pupils' performance in writing remains a little lower than in other subjects, overall standards are also broadly average. This represents sound progress from these pupils' particular starting point. In 2007, standards in Year 6 were below average, with pupils showing weaknesses in all subjects. The school recognised this, and the strategies introduced to address the issues, such as enhancing the curriculum in science, have largely been successful. The school makes good provision for pupils with learning difficulties and/or disabilities, and this is helping them to make good progress towards their targets. However, the progress made by more able pupils, although satisfactory overall, is not always consistent, and at times it could be better.

Personal development and well-being

Grade: 2

Pupils behave well and have very sensible attitudes to their work. Pupils say that they like school very much, and this is reflected in their good attendance and their evident enjoyment. Pupils feel safe in school, and say that bullying is not a problem. They readily adopt safe practices, such as when using computers. Pupils make an outstanding contribution to the school and the wider community. The school council gives pupils a most effective voice in the school. They take their role seriously and contribute extremely well towards decisions affecting them. Pupils are also very actively involved in the wider community; for example, they participate enthusiastically in the local art and music festival. Pupils have a clear understanding of how to live healthy lives, and they eat fruit and healthy meals. They also benefit from the good opportunities provided by the school for exercise and sport, such as the daily 'Wake Up, Shake

Up' sessions. Pupils' spiritual, moral, social and cultural development is good overall, although their understanding of the multi-cultural society is less well developed. Pupils' personal skills, such as their confidence and independence, are well developed, and the satisfactory progress they are making in literacy and numeracy is preparing them adequately for their next stage of education, as well as later life.

Quality of provision

Teaching and learning

Grade: 3

Teachers provide interesting lessons for pupils, using a good range of resources and strategies. Classes are well managed and relationships are a strength. As a result, pupils are well behaved, keen to learn and ready to work hard. They also enjoy their learning. Teachers generally have good questioning skills. For example, thoughtful questions encouraged pupils to generate their own ideas in an English lesson in Years 5/6. Teaching assistants are well deployed to promote learning, especially that of pupils with learning difficulties and/or disabilities. In spite of these strengths, pupils overall do not move forward as quickly as they might. There are several reasons for this. Whilst teachers' explanations are usually clear, on occasions, introductions are too long, and this results in some loss of concentration by the pupils. Teachers plan a range of work for the different ages and abilities in their classes. However, they do not always provide work that is challenging enough for more able pupils, so that their knowledge and skills are not fully extended during the lesson.

Curriculum and other activities

Grade: 3

The sound curriculum contributes to pupils' satisfactory progress from Reception to Year 6. Good use is made of the interesting and varied outdoor environment, in science work, for example. The school is currently working to develop and enhance its curriculum. It recognises that whilst some cross-curricular links exist, these have not always been used adequately, especially in relation to further enhancing numeracy and, especially, literacy skills. Planning makes careful allowance for the different age groups present in each class, and also makes good allowance for the needs of pupils with learning difficulties and/or disabilities. However, similar allowance is not always made for the needs of more able pupils. There is good emphasis throughout the school on developing pupils' personal and social skills, and the curriculum makes an effective contribution to pupils' safe and healthy lifestyles. There is also a wide range of educational outings and extra-curricular activities, which contribute well to pupils' enjoyment of school.

Care, guidance and support

Grade: 2

Pastoral care is outstanding, and is at the heart of the school's work. The school is a happy, safe place where all staff take great pride in caring for the pupils. This has a very positive impact on pupils' personal development. Parents say that the staff are very helpful when problems arise, and they much appreciate the way in which their children are cared for. Child protection procedures are robust. Safety checks and risk assessments are routinely carried out, and safeguarding procedures are comprehensive. Pupils are taught about the importance of healthy living, and they are regularly reminded of the need to take care, for example when participating

in games activities. Good use is made of outside agencies in providing for pupils, for example those with learning difficulties and/or disabilities. Pupils have targets for improving their work in literacy and numeracy. However, these vary in quality, often being too broad, and discussions with pupils suggest that they are not always clear enough about what they need to do to make their work better. Similarly, whilst teachers regularly provide comments of praise and encouragement when marking pupils' books, in some instances they provide less advice on how to make work better.

Leadership and management

Grade: 3

The headteacher, effectively supported by other staff members, is successful in creating a positive and very caring atmosphere, where pupils feel safe and greatly enjoy their education. So far, the impact of leadership and management on pupils' achievement has been satisfactory, rather than any better. However, there is now clear evidence that things are improving, and staff are more settled after a period of considerable change of personnel. Self-evaluation is carried out conscientiously, and this has accurately evaluated the school's overall effectiveness in addition to identifying strengths and areas for development. For example, the work to improve standards in science has been successful, and the current focus on improving the quality of marking and target-setting is an appropriate priority for the school. Furthermore, there is a determination among staff to raise achievement, and they are aware of the need to improve the performance of more able pupils in particular. The subject leaders show a clear understanding of their subjects, and they have actively supported strategies for making improvements. However, they have had limited opportunities to observe lessons in other classes to help them identify further development areas. Governance is satisfactory, with the governors supporting the school at every opportunity and being involved in various forms of planning and monitoring. They are currently working to further develop their understanding of pupil performance data, so that they may more readily hold the school to account for its performance, especially in relation to the progress pupils are making.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
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 effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
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	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

19 June 2008

Dear Pupils

Inspection of Landulph School, Saltash PL12 6ND

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and we enjoyed talking to you. My colleague especially liked talking to the school council, and we all really enjoyed joining you in assembly. 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 satisfactory school, where you are making steady progress with your work. The headteacher and other staff know what they need to do to make the school better.

These things are some of the strengths of the school:

- Teachers provide you with lessons and other activities which you really enjoy.
- Your behaviour and your attitudes to your work are good.
- You make an outstanding contribution to the running of the school.
- You know about how important it is to eat healthy food and to take exercise.
- The staff know you well and take very great care of you.
- Your parents are very pleased with the school.

These are things the school has been asked to improve:

- Make sure that you all get work in lessons that suits you and is hard enough for you.
- Provide you with more opportunities to develop your numeracy and, in particular, literacy skills in the other subjects that you have.
- Give you clearer targets in English and mathematics and provide more comments in your books, to help you understand how to improve your work.

You can help too, by making sure you know how to make your work better.

We wish you all good luck for the future.

Best wishes

Martin James Lead Inspector

19 June 2008

Dear Pupils

Inspection of Landulph School, Saltash PL12 6ND

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and we enjoyed talking to you. My colleague especially liked talking to the school council, and we all really enjoyed joining you in assembly. 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 satisfactory school, where you are making steady progress with your work. The headteacher and other staff know what they need to do to make the school better.

These things are some of the strengths of the school:

- Teachers provide you with lessons and other activities which you really enjoy.
- Your behaviour and your attitudes to your work are good.
- You make an outstanding contribution to the running of the school.
- You know about how important it is to eat healthy food and to take exercise.
- The staff know you well and take very great care of you.
- Your parents are very pleased with the school.

These are things the school has been asked to improve:

- Make sure that you all get work in lessons that suits you and is hard enough for you.
- Provide you with more opportunities to develop your numeracy and, in particular, literacy skills in the other subjects that you have.
- Give you clearer targets in English and mathematics and provide more comments in your books, to help you understand how to improve your work.

You can help too, by making sure you know how to make your work better.

We wish you all good luck for the future.

Best wishes

Martin James
Lead Inspector