

# Ludgvan Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111808
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	325468
<b>Inspection dates</b>	3–4 December 2008
<b>Reporting inspector</b>	Jon Palethorpe

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	160
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeff Davis
<b>Headteacher</b>	Helen Macfarlane
<b>Date of previous school inspection</b>	31 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Lower Quarter Ludgvan Penzance TR20 8EX

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<b>Age group</b>	4–11
<b>Inspection dates</b>	3–4 December 2008
<b>Inspection number</b>	325468

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Ludgvan Community Primary School is situated in a rural area. Following a period of turbulence, there is now a stable staff and six classes. The proportion of pupils from ethnic minority groups is well below the national average. The proportion of pupils with learning difficulties and/or disabilities is above the national average. The majority have learning difficulties. Children in the Early Years Foundation Stage (EYFS) join Reception with a range of abilities generally below that expected for their age. There is independently run day care provision on the same site catering for children from 3 months upwards, from 8 a.m. to 6 p.m.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school that does most things extremely well. It takes excellent care of its pupils and provides a very good standard of education. This starts in Reception where children make very good progress from below what are normally expected starting points and enter Year 1 roughly in line with national expectations. They receive a rich and varied curriculum, with a good balance of activities chosen by themselves and those directed by the teacher. This good start is recognised by parents. They comment on 'the friendly and welcoming ethos' and 'the care and support for individuals'.

The school provides a happy and calm environment where effective personal development runs successfully alongside academic progress. Pupils feel safe because the school takes all reasonable steps to ensure that safeguarding procedures are robust. Pupils obviously enjoy their time at school, with comments such as, 'the best thing about this school is learning', 'lessons are fun', and 'teachers are fun and help us learn'. Behaviour is good, because there are clear policies and strategies in place and these are used consistently by all staff. The inclusive ethos, with excellent relationships and mutual respect, leads to many pupils waiting at the door to get in first thing in the morning. Pupils are encouraged to take responsibility. For example, the school council has a budget and makes decisions on how to improve the school. After discussion, councillors decided to buy equipment for use on the playground at lunchtime. This has had a considerable impact on behaviour.

Teachers are enthusiastic, successfully encouraging pupils to be well motivated and to work hard. The quality of teaching is good. Challenging targets are set for individuals and class groups, and are nearly always met and often exceeded. As a result, pupils' achievement is good, and they leave the school with above average standards. Pupils with learning difficulties and/or disabilities are well supported and as a result they achieve well. The underachievement of some pupils in recent years, particularly more able pupils, and pupils in general in science, continues to be addressed. Despite appreciable improvement, there is still work to do to ensure that all pupils reach the higher levels of which they are capable.

The International Primary Curriculum has been introduced to combine many foundation subjects, relating learning to real life situations and introducing an international dimension. This has been an important factor in developing pupils' interest and desire to learn as well as promoting personal development. This desire is successfully fostered outside the classroom through the vast number of clubs and activities available after school, attended by nearly every child.

Leadership and management are outstanding and the school has a clear and focused direction. Raising standards, in both academic and personal skills, is at the heart of its work. Enthusiastic subject coordinators, many recently appointed, have made a very good start in leading their subjects and have the capacity to take them even further. Governance is outstanding. Governors have a thorough understanding of the school's strengths and weaknesses. An excellent example of how they work centres on their accurate evaluation of data. They challenged the headteacher over the low reading skills of Key Stage 1 pupils. The ensuing discussion concluded that more help was needed for pupils, and so an extra teaching assistant was employed. Self-evaluation at all levels reflects rigorous monitoring and searching analysis. This, together with the successful track record of recent improvements and the impact on outcomes, shows the school has an outstanding capacity for further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Children enter the EYFS with skills that are below those usually expected, especially in communication, language and literacy, and in the behavioural aspect of personal development. They achieve extremely well and enter Year 1 broadly in line with national expectations, having made very good progress, especially in personal, social and emotional development. Children rapidly settle into school because of very good liaison with parents and pre-school providers. Parents are particularly pleased. 'They provided an excellent start to school for my son,' was typical of many comments. Children respond very well to the lively, stimulating environment both inside and out. Children are encouraged to participate, make choices and share, with good quality support and appropriate adult intervention. Children talk about their choices - 'I like the sand, it's like the beach.' Relationships are excellent and children are well cared for, with good ratios of adults to children. Detailed observations of children's progress are made by all adults and used well to plan and extend activity in all areas of learning. Adults are well deployed, know the children well, and have a very clear understanding of the EYFS framework. Adults encourage through praise and questioning, and have high expectations. Improvement to children's communication, language and literacy is being achieved through the recent introduction of a letters and sounds programme, and this is already having a positive impact on progress. Children feel safe because of very good quality care and well established routines. Safeguarding procedures are robust. The leadership and management of the EYFS leader are outstanding. There are not enough opportunities for literacy and numeracy in the outdoor environment, but work is in hand to address this.

### What the school should do to improve further

- Raise standards in science, making sure higher ability pupils reach the levels of which they are capable.
- Ensure that all teaching, matches the excellent models that already exist in the school, particularly in terms of pace, and expectations of the more able pupils.

## Achievement and standards

### Grade: 2

Standards in reading, writing and mathematics are broadly average at the end of Year 2. This shows good achievement in relation to pupils' starting points. There are a high proportion of pupils with learning difficulties and/or disabilities in this year group, and such pupils have made good progress. The quality of boys' writing, which was identified by the school as a weakness, has been improved and is now in line with the standard of the girls. At the end of Year 6, standards are above average in English, mathematics and science which, for most pupils, indicates good achievement. A focus on reading has helped raise standards in all areas of literacy. In the recent past, more able pupils have not always reached the higher levels expected of them, particularly in science. The focus on reading, together with additional intervention strategies, is having a positive impact and pupils' progress is improving. However, there is still more to do to ensure that all pupils reach their full potential and to continue to counteract historical staffing issues when the progress of some pupils slowed.

## Personal development and well-being

### Grade: 1

Pupils' outstanding personal development and good attendance are securely founded on the start children receive in Reception. Pupils' spiritual, moral, social and cultural development is good. Relationships are excellent throughout the school. Behaviour is good, although a minority of pupils need support with behaviour. This is well managed in all classes, in assemblies and on the playground. Pupils lead a healthy lifestyle, fully understanding its importance. Nearly all of them take part in the many and various after-school clubs, and benefit from physical education, which is a high priority for the school. Pupils have a good knowledge of what constitutes a healthy diet. Pupils confirm that they are happy, and feel safe and secure. They make a positive contribution to the school, local and wider community. They take part in many events in the local community, such as the Marazion Festival. Each class is linked to a country, and where the link is Japan, pupils have their names written in both English and Japanese. Pupils are able to talk confidently about the skills they need for future economic well-being. Their comments included, 'We need reading and writing and to be able to use computers.' Pupils' spiritual, moral, social and cultural development is good. Pupils have a well developed awareness of different lifestyles in UK society although, as part of the school's strong commitment to community cohesion, staff have identified developing this still further, as a priority.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils learn well because teaching is good. Teaching is never less than satisfactory, and is sometimes outstanding. This enables pupils to make good progress and show good attitudes towards learning. Teachers have good subject knowledge, enabling them to make clear and appropriate teaching points and use the correct subject-specific vocabulary. Assessment information is used very effectively to help teachers keep track of how well each pupil is doing and to plan lessons to cater for the needs of all. A good number of well trained teaching assistants are well deployed and contribute substantially to the support given to pupils, particularly those with learning difficulties and/or disabilities. Parents are effectively encouraged to help their children to learn and succeed. Marking is good and helps pupils understand how well they are doing and what they need to do to improve. In a minority of lessons, the pace is too slow, or expectations of what pupils can do, are too low, occasionally leading to insufficient progress. This relates particularly to higher ability pupils.

## Curriculum and other activities

### Grade: 1

A strong feature of pupils' good achievement and enjoyment of their work is the outstanding curriculum. The school chose to use the International Primary Curriculum (IPC) to motivate and inspire pupils, and it certainly does this. The planning of topics is monitored carefully, and all statutory National Curriculum requirements are met. Literacy is developed through the IPC, mathematics is taught as a discrete subject, and information and communication technology is used extensively throughout the school, preparing pupils well for their future economic well-being. The 'Virtues' programme, and Social and Emotional Aspects of Learning materials (SEAL), are used effectively to support personal development. The curriculum provides

opportunities for all pupils, including those with learning difficulties and/or disabilities, to progress and develop well. The varied opportunities for enrichment have an excellent impact on pupils' personal, social and health education, and include many extra-curricular activities. These have a high take-up, and enable pupils to develop a range of skills as well as being much enjoyed. There is a good range and variety of visits and visitors who effectively contribute to bringing the curriculum alive.

## **Care, guidance and support**

### **Grade: 1**

From Reception to Year 6, as much as possible is done to help pupils feel happy and safe in school. Secure arrangements are in place for ensuring their safety. All staff are committed to promoting enjoyment, achievement, and health and safety and are excellent role models. There is good provision to support vulnerable pupils and those with learning difficulties and/or disabilities, with a range of well taught intervention strategies and programmes, and good use of outside agencies. Tracking of pupils' progress is regular and thorough, clearly showing the gains pupils make. This is used by teachers to meet pupils' individual needs, and to set them targets, which are known to pupils and parents. Policy and practice designed to deal with pupils with challenging behaviour are good. There is good transition from stage to stage within the school and very good links with pre-school and secondary schools. Pupils are very well prepared for transfer, for example by visiting their next school regularly throughout the year, and by such activities as taking part in a joint Years 6 and 7 music project.

## **Leadership and management**

### **Grade: 1**

Leadership and management at all levels, including the contribution of governors, are outstanding. All concerned are clearly and successfully focused on improvement to provide high quality care and education, both academic and personal. The Healthy Schools Award and Activemark confirm the school's effective promotion of personal development. The headteacher and governors have created an enthusiastic and effective team with a common purpose. Many of the subject leaders are new to their roles, but they have made an excellent start in developing their subjects. Monitoring of teaching is sharp and is leading to effective development in the standard of teaching. Through rigorous and accurate self-evaluation, everyone has an excellent understanding of the school's strengths and weaknesses and this very effectively supports improvements. The school development plan effectively sets out how the school is to move forward, improve and raise standards. The impact can be seen in the rapidly improving progress by the majority of pupils in their academic and personal skills, and the growing reputation of the school with parents and within the local community. Equality of opportunity is at the heart of the school's ethos. The school's impact on community cohesion is good with outstanding features in support for the local community. The school has a clear understanding of what is required to promote community cohesion. After a rigorous audit of its provision, it was decided that there were insufficient links between young and old in the local community, so pupils now visit old people at a local centre. The International Primary Curriculum has excellent strands which very successfully support pupils' understanding of global communities. A range of visitors to take assembly each week provide excellent opportunities to learn about other faiths. Governors are responding to training, and are extremely effective in both their support and challenge.



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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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
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?	1

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

4 December 2008

Dear Pupils

Inspection of Ludgvan Community Primary School, Ludgvan, TR20 8EX

Thank you for making us feel so welcome during our short visit to your school. It was a pleasure to meet you, and hear how much you like school and enjoy trying to reach your targets. We were impressed by your good behaviour and the way you try so hard in lessons. Yours is an outstanding school – that means really good! It prepares you very well for the future.

There were many things to be proud of. Here are some of the highlights:

- You make good progress and reach above average standards by the time you leave the school.
- You are being helped to develop as healthy and sensible young people.
- Teaching is good. Teachers set you targets which help you do your best.
- The curriculum gives you lots of interesting and exciting experiences, and makes learning enjoyable.
- Those of you who find learning difficult are given very good help and support.
- All adults take excellent care of you and make sure that you are safe.

All of these things are made possible because the school is so well run by the headteacher and governors. They work very well as a team with teachers and teaching assistants, and know what to do to make the school even better. We have asked the staff and governors to make sure that you reach higher standards in science, and to see that those of you in top groups always reach high standards. Some of your lessons are outstanding, and we would like to see more coming closer to this high quality.

You can help by continuing to behave well and trying your best.

Yours faithfully

Jon Palethorpe

Lead inspector