

Illogan School

Inspection report

Unique Reference Number	111857
Local Authority	Cornwall
Inspection number	325480
Inspection dates	10–11 February 2009
Reporting inspector	Stephen Dennett

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	230
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
Appropriate authority	The governing body
Chair	Nick Hamblin
Headteacher	Simon Hague
Date of previous school inspection	17 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Churchtown Illogan Redruth TR16 4SW
Telephone number	01209 842360
Fax number	01209 842360

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Illogan School is a small primary school serving a diverse rural community near Redruth. Approximately a fifth of pupils are eligible for free school meals, which is close to the national average. Very few pupils are from ethnic minorities or speak English as an additional language. The number of pupils with learning difficulties and/or disabilities is similar to the national average, and pupils have been identified with specific and moderate learning difficulties, behavioural, emotional and social difficulties, speech and language difficulties, autism and physical disabilities. A larger than average group of pupils have statements of special educational needs. The school has no nursery and children in the Early Years Foundation Stage are taught in a Reception class.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Illogan School is a satisfactory school. The headteacher has accelerated the rate of improvement in the relatively short period since he took over and has successfully engaged staff, governors and parents in the school's vision. One parent commented, 'The headteacher has made a huge difference and there have been massive improvements since he came.' The initiatives that have been put into place have provided a good platform for further improvement, especially in pupils' engagement in learning and their positive attitudes and behaviour. All these factors show that the school has a good capacity for further improvement. Self-evaluation is good and the school is well aware of its strengths and weaknesses. However, the overall effectiveness of the school is satisfactory because there is still some inconsistency in the progress of pupils, especially the more able, and the provision in the Early Years Foundation Stage is in need of further improvement. The school's current provision for community cohesion does not give pupils a sufficient understanding of the multicultural nature of modern Britain.

Children enter the Early Years Foundation Stage with levels of attainment which are slightly below those expected. They make satisfactory progress in the Early Years Foundation Stage and are generally working within the early learning goals by the time they enter Year 1. Pupils continue to make satisfactory progress in Years 1 to 6. Pupils achieve standards that are average by the end of Year 2 and Year 6, although the number of pupils achieving higher levels is below average. The school is successfully closing the gap in performance and more able pupils now make better progress than previously in most classes. Because of good provision and support, pupils with learning difficulties and/or disabilities make good progress, especially pupils with emotional, behavioural and social difficulties.

Pupils enjoy school and are positive about learning. They make good progress in their personal development throughout the school. Pupils are polite and behaviour is good. As a result of a good emphasis on a healthy lifestyle, pupils are well aware of the importance of a balanced diet and taking plenty of exercise. They say they feel safe in school and take care of themselves and others. Attendance is satisfactory and most pupils are punctual.

Teachers provide an exciting learning environment. Pupils appreciate this and commented, 'I think the displays in the classroom really help you to learn, especially the learning walls.' However, in the Early Years Foundation Stage, the learning environment, including outdoor provision, is less well developed. Initiatives in literacy, especially storytelling, are beginning to have a positive effect on standards. Assessment is detailed and thorough and provides teachers with sufficient information to ensure that work is well matched to pupils' needs. The curriculum is being developed effectively, but currently is not adapted to make sure there are good cross-curricular links. Overall, there is good care and support for pupils and the school has improved its academic guidance for pupils since the last inspection.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children make satisfactory progress in most areas of learning and achieve well in their personal and physical development because the staff provide some interesting activities in these areas of learning. However, children's skills in writing, calculation and being creative are not as well developed. Staff show high levels of concern for the welfare of children and the children have developed strong relationships with the adults who work with them. Teaching is satisfactory.

Staff are now developing their skills of observation and recording of children's achievements. However, both the indoor and outdoor environments do not always provide children with enough stimulating and exciting experiences in all areas of learning. Leadership of the Early Years Foundation Stage is satisfactory. Teaching assistants and teachers work well together and are successfully involving families in their children's learning. Leaders are beginning to make use of the information on children's progress to analyse what needs to be done to raise achievement.

What the school should do to improve further

- Improve pupils' overall achievement by ensuring consistency of practice in teaching and learning in Years 1 to 6.
- Improve provision in the Early Years Foundation Stage to raise children's achievement in all areas of learning.
- Improve the school's contribution to community cohesion by increasing pupils' awareness of the multicultural nature of modern Britain.

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 and standards are average by the end of Year 2 and Year 6. Actions taken to improve standards in writing are beginning to have a positive effect. The most recent national test results were above average in English, mathematics and science at the end of Year 6, but the proportion of pupils achieving higher levels was below average. The same was true in Year 2. Pupils with learning difficulties and/or disabilities receive good support from teaching assistants, both in and out of the classroom. As a result, they make good progress with their learning.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. There is a strong sense of community and pupils are proud of their school. Relationships are good and pupils say that the school is a friendly place. Pupils learn to express their feelings through art and poetry but their understanding of the diverse culture of Britain is less well developed. Pupils are eager to learn, especially when they are given exciting tasks. They enjoy taking part in the wide range of extra-curricular activities. Behaviour is good and pupils respond well to the system of rewards. Pupils feel safe and say they can turn to adults if they are troubled. Attendance is satisfactory. Rates are improving but are still slightly below national averages. Pupils have a good understanding of healthy living and many take part in the exercise session before the start of the school day. Pupils' contribution to the community is satisfactory. They help in the local community and members of school council are working to improve the school grounds. However, pupils lack opportunities to use their initiative and take responsibility within the school community. Provision for pupils' economic well-being is good. Most pupils are making good progress in reading, numeracy and information and communication technology, and have a good understanding of work-related skills through working on projects involving 'real life' projects, such as redesigning the local leisure centre.

Quality of provision

Teaching and learning

Grade: 3

Teachers' high expectations of behaviour and pupils' personal development have sparked the pupils' desire to improve their levels of achievement, although this has not had time to fully have had effect on raising standards. Where teaching is strongest, work is well matched to pupils' needs and fully engages all pupils in learning. Pupils with learning difficulties and/or disabilities receive good support. Teaching assistants are effective and help less able pupils make good progress. In most lessons, pupils are actively involved in learning and have suitable opportunities to assess their own work. Occasionally, teachers do not always effectively engage all pupils in learning, and in these lessons pupils' progress is slow. Work is marked regularly and usually includes points for improvement. However, there are still some inconsistencies in teachers' expectations, especially of more able pupils.

Curriculum and other activities

Grade: 3

The school is developing a curriculum which promotes enjoyment through a variety of themes. Activities are carefully planned to match the full range of pupils' abilities, especially for numeracy and literacy. Good links have been developed with a local secondary school to provide challenging work for the most able pupils. Good personal, social and health provision and strong links with the local community give pupils good opportunities to understand the needs of others. There is a good range of extra-curricular activities, such as sports and clubs. Family cookery sessions provide pupils with opportunities to develop their social and personal skills.

Care, guidance and support

Grade: 2

The pastoral care of the children is at the heart of the school's ethos and vision and staff show high levels of commitment for the welfare of children. Vulnerable pupils are given good support and the learning mentor works closely with families and outside agencies to help pupils with particular difficulties. Procedures to safeguard pupils meet current government requirements and the school pays good attention to pupils' health and safety. Support for pupils with learning difficulties and/or disabilities is good and teaching assistants have a good understanding of these pupils' needs. Occasionally, teachers plan activities which are too difficult for these pupils and then they do not achieve as well as they could. Support for pupils in Years 4 and 5 with emotional, behavioural and social difficulties is particularly good. Academic guidance is good. Teachers give some good advice in lessons about the next steps in pupils' learning.

Leadership and management

Grade: 2

The corporate vision for the school is very much focused on improving standards and promoting high-quality provision at all levels. As a result of clear and decisive leadership, the school is making good progress in addressing the issues raised by the last inspection and in improving inconsistencies in performance. Although these have not all been fully addressed, what has occurred so far demonstrates that the school has a good capacity for further improvement.

Already standards in writing are improving because of better teaching and planning, and the accurate tracking of pupils means that all groups, including more able pupils, now make better progress. The school has involved everyone in the self-evaluation process and governors in particular are well informed about the school's strengths and weaknesses. There is an objectivity about the whole process that means that the school's improvement plan is an effective document for further progress. The school is inclusive and has successfully integrated pupils who were excluded from other schools. However, it recognises its contribution to community cohesion needs further development by providing pupils with more opportunities to learn about the multicultural nature of modern Britain.

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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?	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 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?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/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	3
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?	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

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	3
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	3
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**

12 February 2009

Dear Pupils

Inspection of Illogan School, Churchtown TR16 4SW

It was a pleasure to visit your school and we both felt that the school has continued to improve since Mr Hague became headteacher. We especially enjoyed our conversation with the school council. We carefully looked at how well you were working and the kind of lessons you enjoy. We think the school is providing you with interesting things to learn and helping you to develop good social skills. Your writing is improving and you really enjoy telling each other stories. Everyone behaved well while we were with you, even those of you who sometimes find this difficult. We especially thought that those of you who sometimes find learning difficult are making good progress because you are supported well by teaching assistants. Yours is a happy school and many of you said how you enjoyed being there.

We have asked the leaders of the school to do three things to make your school even better. First, some of you who are more able still need to be given more challenging work in some classes so that you can make even better progress. We have asked the school to give children in Reception more interesting and varied things to do both inside and outdoors. Finally, we think that you need to know more about different parts of Britain and how people live there, what they believe and the things they do.

We wish you all the best for the future, as we think your school will now go on from strength to strength.

Yours sincerely,

Stephen Dennett

Lead Inspector