

Leedstown Community Primary School

Inspection report

Unique Reference Number	111811
Local Authority	Cornwall
Inspection number	337747
Inspection dates	29–30 June 2010
Reporting inspector	Ronald Hall

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 of pupils on the school roll	59
Appropriate authority	The governing body
Chair	Anne Butcher
Headteacher	Stuart Hood
Date of previous school inspection	15 May 2007
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Introduction

This inspection was carried out by two additional inspectors. They spent the majority of their time observing learning in the three classes, visited six lessons and observed three teachers. Inspectors also held meetings with the headteacher, staff, pupils, and representatives of the governing body. They observed the school's work, and looked at documentation including tracking of pupils' progress, samples of the monitoring of teaching and learning, school planning and the school development plan. Inspectors scrutinised samples of pupils' recent work and documents regarding safeguarding. Questionnaires from 27 parents, 11 staff and 32 pupils were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which leadership and management are driving improvement and have the capacity to improve
- the extent to which all pupils make good progress, especially in the core subjects and pupils with special educational needs and/or disabilities
- the extent to which teaching and the curriculum meet pupils' needs and promote their academic and personal development
- the accuracy of the school's self-evaluation and judgements
- the quality of the Early Years Foundation Stage provision.

Information about the school

This is a small village school, with the vast majority of pupils of White British heritage and a very small number from a range of other ethnic groups. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils with special educational needs and/or disabilities is a little above average, all of whom have learning difficulties. The school holds the Healthy School award. There is an independent pre-school provision operating from the school hall.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Leedstown Community Primary School is an effective and happy school. Pupils enjoy attending. One commented, 'I love school because the teachers are good.' The curriculum is broad, well balanced and well organised, presenting the pupils with a range of interesting and highly relevant learning opportunities. It is supported by an excellent range of extra-curricular activities, such as healthy meals club and a wide range of sporting events, which builds pupils' awareness of healthy lifestyles. Pupils are polite and well mannered, and have an excellent understanding of how to keep themselves healthy and safe. The pupils and staff feel the school is highly supportive and both groups do all they can to be welcoming.

The headteacher, supported by the leadership team and governing body, has effectively improved all aspects of the school since the last inspection. The impact of this has been to improve the quality of teaching and learning and to achieve a sustained improvement in attainment and progress in all subjects. This demonstrates that the school has good capacity for sustained improvement. However, the governing body has not had the training it would have liked, resulting in its challenge of the school not being as robust as expected. The school development plan is well focused and informed by accurate self-evaluation. Leaders and managers have created an Early Years Foundation Stage that provides a good start to the pupils' education. Children enter the Early Years Foundation Stage below expected age-related levels and make good progress to enter Key Stage 1 in line with national averages. This good progress continues throughout the school, with pupils now reaching levels above national averages by the end of Year 6.

The focus for the headteacher has rightly been in improving the quality of teaching and learning for all pupils to raise standards, which are now good overall. However, the use of exemplary marking to inform pupils of their next steps is not yet consistent. The school has generated a range of useful and in-depth data on individual pupils' performance and has used these effectively to raise attainment and standards. It has, for example, recognised that more able pupils were not doing as well as they might and put in place robust plans to correct this. Teachers' planning, and assessment are supporting pupils' progress and attainment, but learning objectives and outcomes are not always as closely linked and matched as they could be.

Leedstown Community Primary School has good links with other local schools and organisations, providing a range of learning opportunities. There are good links with a wide range of external agencies.

What does the school need to do to improve further?

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- By December 2010 ensure the governing body is suitably trained to ensure they can be more proactive in the future development of the school.
- Improve the quality of teaching and learning by:
 - ensuring that all teachers' planning has consistently clear learning intentions
 - teachers using effective marking to enable pupils to have a clear understanding of their next steps.

Outcomes for individuals and groups of pupils**2**

In lessons observed during the inspection pupils made good progress, with achievement for all groups being good. In a good mathematics lesson the pupils were fully engaged and working on percentages in real life situations. Good use of collaborative work was seen to both enhance learning and encourage pupils of different ages to strive to achieve their best. Pupils are enthusiastic in their learning and state they fully enjoy learning. Those with special educational needs and/or disabilities make at least good progress. The school is successfully addressing some weaker progress by higher attainers by ensuring work stretches and challenges them.

Pupils play a vital role in the life of the school and community as members of an active school council, which works to raise money for numerous causes. They are increasingly involved in the development of the school and enjoy their responsibilities. Pupils' enjoyment of school is reflected in their improving attendance, which is now above national.

Pupils demonstrate good social skills and are helpful both to each other and to adults alike. Their good development of basic skills and effective skills of working with others prepares them well for later life. Pupils' spiritual, social and moral understanding is good and the effect of this can be seen in all pupils do and the way they behave. Although developing, the pupils' understanding of other cultures and the diversity within this country is not yet giving the pupils the required depth of knowledge expected. The school has a healthy approach to life, which reinforces and develops the pupils' outstanding understanding of healthy lifestyles. Pupils have an outstanding understanding of staying safe and are confident in raising any concerns.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Generally teachers have good subject knowledge and skills to use different approaches to engage pupils in lessons. Good use is made of a range of resources and equipment to help make lessons fun and interesting. In lessons, the level of challenge and pace enthuses and motivates the pupils. Generally, good use is made of partner and group work to help pupils share ideas. Pupils generally know their targets, but these are not consistently reinforced in marking processes. Thus, in some classes, opportunities are missed to reinforce learning and give pupils the knowledge and understanding to show them how to move forward. Teachers set challenging targets for their pupils and effectively monitor pupils' progress against these.

The curriculum is supporting learning well, providing a good, broad and well balanced foundation for the pupils' learning. However, the changes made in making the curriculum more creative and imaginative have not had time to fully impact and accelerate the rate of learning of the children. There is an excellent use of visits and visitors to enhance learning, and resources are carefully selected to support and develop understanding. There is an excellent range of sporting and other extra-curricular activities that enrich and enhance the pupils' learning opportunities.

The school uses its good links with the local high school to ensure that transition arrangements are good. The school also links with its cluster schools to ensure pupils do not move up alone as the schools combine the pupils together so that they know each other and feel more secure and confident in their next phase of learning.

These are the grades for the quality of provision

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
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The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The effective headteacher has a clear vision for improvement, which is successfully communicated to, and shared by, all staff. With clear knowledge of areas for development, leaders plan appropriately for improvement. They are supported by the governors, but they need further training to ensure they challenge and monitor all aspects of the school's work more effectively. Middle managers are effectively involved in monitoring, target setting, planning and teaching and learning.

The school successfully promotes equal opportunities, takes all opportunities to challenge discrimination and is very inclusive. School principles are well modelled and taught by all staff and have a very positive impact on pupils' attitudes and personal development. The school promotes local community cohesion very well, as local links are very strong and the pupils' responsible attitudes and behaviour in and around school reinforce the school's ethos and teaching. The school has some national and good international links, which are providing pupils with a good and improving understanding of other cultures and the effects they have on our society. The engagement with parents is outstanding, especially in welcoming children into the Early Years Foundation Stage and in transition from one class to the next.

Safeguarding arrangements are good and both staff and pupils state that they feel very safe and secure in school. There are good safety and security systems in place for online learning and pupils fully understand the need for these measures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children achieve well in the Early Years Foundation Stage and make good progress to reach standards that are generally about average when they reach Year 1. This is due to consistently good teaching. A prime example was a session related to learning about money, where children were both excitedly carrying out a treasure hunt and/or purchasing items from their cafe. 'I want to buy a pizza. It costs 1p,' exclaimed one little boy. 'I've got treasure, I've got treasure,' a little girl called gleefully.

Children acquire a good range of skills they need for their future economic well-being. This is developed through the consistent use of routines, giving children responsibility for small tasks and allowing them to initiate their own activities, so that they are confident in making appropriate decisions and choices. Children demonstrate how to stay safe and healthy through their good behaviour. Relationships between peers, children and adults are very good. Good positive adult role models reinforce and develop this further.

Assessment is increasingly used effectively by all staff who monitor children's progress and record it in their 'Learning Journeys'. Group and individual observations are utilised effectively to plan activities that extend children's learning. The good leadership gives clear direction, with a strong focus on achievement. Transition arrangements, both into and out of the provision, are good and these are closely linked to the outstandingly strong relationships with parents and carers. Leadership of the Early Years Foundation Stage takes every opportunity to refine and enhance practice further. All policies and safeguarding procedures are in place and meet requirements.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of parents and carers who responded to the inspection questionnaire are very supportive of the school. They appreciate the quality of education and care

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provided in the school. They recognise that everyone is seen as an individual and the majority think their children are happy there. One parent commented, 'My son has enjoyed his time at Leedstown C P School. He has grown in confidence and ability to become independent.' Another stated, 'I think that Leedstown is a fantastic school with a great community feel.'

A small number identified concerns around the school not effectively communicating with parents regarding progress. However, inspection findings found that the school provides a wide range of communication systems to reach all parents effectively. One felt there were issues around bullying and behaviour but observations and discussions with pupils found these areas were not an issue for the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leedstown Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 59 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	63	6	22	4	15	0	0
The school keeps my child safe	19	70	6	22	0	0	0	0
The school informs me about my child's progress	14	52	10	37	2	7	0	0
My child is making enough progress at this school	15	56	8	30	4	15	0	0
The teaching is good at this school	15	56	10	37	2	7	0	0
The school helps me to support my child's learning	14	52	9	33	4	15	0	0
The school helps my child to have a healthy lifestyle	18	67	9	33	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	44	12	44	2	7	0	0
The school meets my child's particular needs	15	56	8	30	4	15	0	0
The school deals effectively with unacceptable behaviour	10	37	12	44	0	0	0	0
The school takes account of my suggestions and concerns	10	37	13	48	4	15	0	0
The school is led and managed effectively	13	48	10	37	4	15	0	0
Overall, I am happy with my child's experience at this school	17	63	6	22	2	7	2	7

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 July 2010

Dear Pupils

Inspection of Leedstown Community Primary School, Hayle TR27 6AA

Thank you for making the inspection team feel so welcome. Your pleasant and positive attitude towards us helped to make our visit very enjoyable. We were impressed by your friendly approach and the pride you take in your school. You have an outstanding understanding of how to stay safe and healthy. You contribute to your local school community well and take pleasure in the positive reputation of your school. Many of you highlighted how safe and happy you feel in school because the teachers and staff take great care of you all.

We think you attend a good school. You were very positive in your questionnaires and we agree that the school will continue to improve.

The good relationships you have built up with the teachers and other staff encourage you to try hard and always do your best in lessons. The links you have with other organisations locally help to broaden your understanding. The headteacher, governors and staff are working hard to make your school more successful.

In order to make your school even better, we have asked school leaders to work on the following things.

- Make sure the teachers mark your work so that you understand what you need to do to improve further and have a clear understanding of what you are to learn.
- Make sure the governors are trained fully to help improve your school

I wish you all the best in the future and I am sure you will all continue to help make your school an even better place for you to learn.

Yours sincerely

Ronald Hall

Lead inspector

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