

Ladock CofE Primary School

Inspection report

Unique Reference Number	112010
Local Authority	Cornwall
Inspection number	337813
Inspection dates	21–22 October 2009
Reporting inspector	Denise Morris

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	61
Appropriate authority	The governing body
Chair	Kay Ellery
Headteacher	Lisa Michel
Date of previous school inspection	9 October 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons, and held meetings with governors, staff, groups of pupils and senior leaders. They observed the school's work, and looked at pupils' books, the school development plan, curriculum documents, assessment information and monitoring records. Forty-six parents responded to the inspection questionnaires.

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

- the impact of actions to improve writing at Key Stage 1 and mathematics at Key Stage 2, particularly for the highest attaining pupils
- the effectiveness of monitoring of teaching, learning and the curriculum
- the quality of governors' planning to secure improvement
- the effectiveness of the new assessment procedures.

Information about the school

This is a very small school. It stands in a rural location on the edge of the village of Ladock, a few miles from Truro. Most pupils come from the village but a significant minority travel from the surrounding villages. All pupils are of White British backgrounds. The number with special educational needs and/or disabilities is about average. The school has extended provision, including a breakfast club and an after-school club, which are managed by the governing body. There is Early Years Foundation Stage provision for children from the age of three. Children in the Nursery and Reception share their classroom with older pupils in Year 1. The school has extensive outdoor areas.

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

Ladock is a good school. Strong links with the local church ensure that it provides a caring, family ethos in which pupils thrive. Judged as good in 2006, it has continued to make good progress since that time despite some fluctuations in attainment at the end of Year 6. This has been due to variations in the number of pupils with special educational needs and/or disabilities in each year group. One of the school's greatest strengths is the way in which it works exceptionally well with parents to support pupils' education and to encourage them to come to school regularly. This has an outstanding impact on pupils' attendance which is well above average. Parents are very pleased with the school and the way that their children are looked after. Throughout the school, pupils' experiences are heightened by the very good use of the environment that extends their exceptional understanding of healthy lifestyles. For example, pupils grow a range of produce in raised beds and have a very good understanding of what food is good for them.

The good quality of learning observed throughout the school ensures that pupils make at least good progress from their own individual starting points. They reach above average standards in English, mathematics and science by the time they leave school in Year 6. Standards in reading are better than those in writing, although writing standards are improving. Too few pupils, though, attain the higher levels in mathematics. Not all pupils do enough work in mathematics lessons. Also the use of the new assessment and tracking system that is supporting improvement in writing has yet to be implemented in mathematics. Achievement in mathematics improves when pupils use interactive information and communication technology (ICT) programmes to develop their skills.

Good teaching provides relevant and interesting learning for most groups of pupils. Real life situations are often used effectively to extend pupils' knowledge and prepare them well for the next stage of their education. For example, pupils take part in many local activities that require them to practise their enterprise skills. In a recent activity, pupils picked strawberries and sold them, with cream, at the local horse trials to raise money for charity. The task required them to use their literacy and ICT skills to undertake research, source the fruit and the cream, and plan the activity. They used their numeracy skills to estimate production costs to ensure they made a profit and they used their personal skills as they worked together to solve the many problems that cropped up.

Pupils behave well. Older pupils look after younger ones and take good care of the Nursery children in particular. Provision and outcomes for children in the Early Years Foundation Stage are good because children benefit from high staffing ratios and the warm and caring environment.

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Leadership and management are effective. In the two years since she has been in post, the headteacher has implemented clear strategies to maintain good progress by tackling key areas of weakness. For example, target setting, in response to good quality assessments, is leading to aspirational expectations of most pupils. There is now a settled staff team who take their responsibilities seriously and who are committed to improvement. Governors are supportive and challenging. They have a good understanding of the school's strengths and areas for improvement. They are aware that their strategy for community cohesion requires improvement so that it contributes more fully to pupils' limited awareness of life in multicultural Britain. Governors have clear plans to secure improvement. Partnerships with the local business community are exceptional and have a very positive impact on the quality of resources at the school particularly in ICT. The school is well placed to improve further. Leaders are ambitious and have high expectations for the future of the school. They are very aware of any inconsistencies in pupils' achievement and have good plans to address these.

What does the school need to do to improve further?

- Improve achievement in mathematics, particularly by higher attaining pupils, by:
 - making sure all pupils do enough work in mathematics lessons
 - embedding the new assessment procedures fully in mathematics
 - ensuring that pupils have enough opportunities to use ICT in mathematics lessons.
- Improve community cohesion by linking with schools in other parts of the country and the wider world so that pupils develop a greater awareness of multicultural Britain.

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

The vast majority of pupils make good progress and achieve well during their time at school. They make very good progress in reading. Standards are above average by Year 6. Standards in writing are improving as a result of the recent strong emphasis on this area. A small minority of pupils, particularly the highest attaining pupils, do not always achieve their potential in mathematics. Pupils achieve well in ICT but not all pupils use it enough in mathematics. Pupils with special educational needs and/or disabilities achieve well because of the high levels of attention that they receive. Achievement in music is particularly good because all pupils at the school have access to free instrument lessons. Pupils do well in art and in design and technology because of good provision.

Pupils enjoy school. They are all really keen to come to school every day. 'School is fun, caring and I love it,' wrote one pupil. Pupils say they feel safe and secure at school. They behave well and work collaboratively with their peers. Their understanding of how to lead healthy lives is outstanding. They join in the daily exercise programme with enthusiasm, bring fruit to school for their lunch and a high number take up at least one of the many after-school sporting activities. 'You get stickers and certificates if you bring

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fruit in your lunch box,' commented one pupil. The contribution that pupils make to their local community is good. They regularly sing and perform in church and often devise ways of raising money for charity. For example, they collect harvest goods which they distribute to elderly people in the village. These activities contribute well to their good spiritual, moral and social development which is evident in their clear understanding of right and wrong. Pupils' cultural development is satisfactory. They are learning about the wider world but there are not enough opportunities for them to learn about lifestyles in Britain that are different from their own.

These are the grades for pupils' outcomes

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	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Well-planned lessons and effective use of interactive whiteboards are key features of lessons. Teachers provide a wide range of learning activities to engage most learners. For example, in the youngest class, the teacher regularly provides many different creative activities for children to investigate and interact with while engaging other children in a more formal way. The high level of support provided by teaching assistants for pupils with special educational needs and/or disabilities ensures that this group of

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 achieve well. The use of assessment to help all pupils make the next steps in their learning is good in most subjects.

The curriculum provides an exciting range of activities for all groups of pupils, making particularly extensive use of the spacious outdoor area. Sporting links with other local schools are good and have a very positive impact on pupils' health and fitness. Regular trips to local places of interest, as well as creative use of computer animations, are used successfully to develop pupils' ideas for writing as well as to improve their personal development. For example, in Years 2 to 4, pupils were able to write creatively following an activity in which they tracked wild animals through the jungle using animations on the 'Nintendo Wii'. After-school activities, as part of the good extended school provision, are varied and well attended. Links with the local secondary school have enriched the curriculum through shared teaching of French. This is very popular with the older pupils and is helping them to get ready for secondary education.

The school provides good care, guidance and support for its pupils leading to a positive impact on their personal development and on outcomes for those with special educational needs and/or disabilities. Procedures to keep pupils safe and secure, including child protection arrangements, are robust. Home/school liaison is of good quality and helps ensure that pupils are happy and confident learners. Thorough induction systems enable pupils to settle quickly and transition arrangements are effective.

These are the grades for the quality of provision

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 school has been through a period of instability in leadership since the last inspection but there is now an effective staff team who are committed to moving the school forward. The headteacher has undertaken effective and accurate self-evaluation recognising the school's strengths and weaknesses. She has a clear vision for the future of the school and is rigorously bringing about improvements. In addition, the appointment of a senior teacher has strengthened leadership. There is a good focus by the senior leadership team on improving classroom practice by setting challenging targets in order to maintain and improve standards. The roles of subject leaders have been strengthened and they now have high expectations for their own subjects. Monitoring by key leaders is rigorous and effective, as shown by the use of the new assessment and tracking procedures which are beginning to have a positive impact on

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pupils' achievements in writing. Scrutiny of pupils' work and analysis of standards has enabled subject leaders to develop a clear picture of what needs to be done to raise standards further. Partnerships with outside agencies and local businesses are exceptional and are used very effectively to support pupils' learning and well-being. The school's systems for ensuring that pupils are safe are robust and safeguarding requirements are met well

The governing body meets its statutory requirements well and provides a good level of challenge and support to the school. Leaders have begun to develop a strategy for community cohesion, although they are aware that there is more to do to teach pupils about the richness and diversity of life in modern multicultural Britain.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children enjoy themselves in the Nursery and Reception class because they have lots of fun while they learn. They behave well and benefit from the good role models provided by the older pupils in the class. On entry, several children have skills below those expected in communication, language and literacy. They make good progress during their time in the Early Years Foundation Stage so that by the time they enter Year 1 most achieve the expected levels for their age and some have exceeded them. They benefit from good quality teaching and an exciting and caring learning environment. Despite the lack of immediate access to the outdoor play area, children have a good balance of teacher-led and child-initiated activities. Children learn many skills by working outdoors. For example, one group of children developed good social and

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problem-solving skills and had lots of fun as they worked hard to sweep up fallen leaves. They collected them in their wheelbarrows and tipped them into a big pile to 'tidy up the garden'. Children regularly enjoy listening to stories and singing nursery rhymes. Leadership is good. Children's achievements are regularly assessed and there is good photographic evidence of each child's progress. The good, clear procedures for safeguarding ensure that children are kept safe and secure.

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 school has excellent relationships with parents and carers. The views of parents who responded to the questionnaires are overwhelmingly positive. All of them felt that their child enjoyed school. A very large proportion strongly agreed that their child was safe at school and was encouraged to lead a healthy lifestyle. Many parents made very positive comments about the provision at the school and the way it helped their children to do well. 'My child moves from strength to strength at Ladock school and benefits from the caring, family ethos,' wrote one parent. 'I have nothing but praise for this lovely school,' wrote another.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ladock CofE 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 12 statements about the school.

The inspection team received forty-six completed questionnaires by the end of the on-site inspection. In total, there are 61 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	85	7	15	0	0	0	0
The school keeps my child safe	40	87	6	13	0	0	0	0
The school informs me about my child's progress	33	72	13	28	0	0	0	0
My child is making enough progress at this school	30	65	13	28	3	7	0	0
The teaching is good at this school	38	83	8	17	10	0	0	0
The school helps me to support my child's learning	33	72	11	24	0	0	0	0
The school helps my child to have a healthy lifestyle	35	76	11	24	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)	25	54	16	35	1	2	0	0
The school meets my child's particular needs	31	67	14	30	1	2	0	0
The school deals effectively with unacceptable behaviour	27	59	16	35	2	4	0	0
The school takes account of my suggestions and concerns	30	65	15	33	0	0	0	0
The school is led and managed effectively	38	83	8	17	0	0	0	0
Overall, I am happy with my child's experience at this school	39	85	7	15	0	0	0	0

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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



23 October 2003

Dear Pupils

Inspection of Ladock Primary School, Truro TR2 4PL

Thank you for your help in our recent visit to your school. We enjoyed meeting you and talking to you about all the things you do at school. You told us that Ladock is a good school. We agree with you. This letter is to tell you some of the other things we found out about your school.

- You really enjoy school and your attendance is excellent.
- You behave well and look after those who are younger than you.
- You understand the importance of keeping fit and healthy. Many of you bring fruit to school. Well done for that!
- You work really well with your local village and raise lots of money with your ideas and hard work.
- You do well in most of your lessons, particularly in reading and science.
- We enjoyed listening to your music practice. Lots of you play an instrument.
- Your teachers plan lots of exciting things for you to do.
- Many of you are really helpful to older people.
- Your leaders keep you safe and secure.

We are asking your leaders to do two things to make your school even better:

- to help pupils do better in mathematics. You could help with this by trying really hard in your mathematics lessons and making sure you do enough work in the time you are given.
- to make links with schools in other parts of Britain so that you can learn more about people who live differently to you.

Thank you again for your help and good luck for the future.

Yours sincerely

Denise Morris

Lead Inspector

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