

# Ludgvan Community Primary School

Lower Quarter, Ludgvan, Penzance, TR20 8EX

## Inspection dates

4–5 March 2014

Overall effectiveness	Previous inspection: This inspection:	Not previously inspected	
		<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils thrive in well-resourced and interesting classrooms and as a result make outstanding progress during their time at Ludgvan School. Their attainment is well above national averages at the end of Key Stage 2.
- Disabled pupils and those with special educational needs achieve highly and make outstanding progress in all areas of learning. This is also true of pupils in receipt of support through the additional pupil premium funding.
- Teachers and teaching assistants make an exceptional contribution to the progress and learning of pupils of all abilities.
- Lessons are exciting, full of interest for pupils and capture their enthusiasm. Pupils enjoy the challenges set.
- The quality of the teaching is consistently good and often outstanding in all key stages. The school's leaders frequently check the quality of teaching and learning. They have an accurate view of strengths and areas to be developed further.
- Teachers have high expectations, and manage their classes very well to ensure that all pupils are fully engaged in their learning.
- Behaviour and safety are outstanding. All pupils agree that the school is a very safe and caring place.
- The subjects taught are wide-ranging and meet the needs and interests of pupils very well. Their spiritual, moral, social and cultural development is supported exceptionally well.
- Parents are fully involved in their children's education and speak very highly of the school. They particularly value the different learning experiences that their children are offered.
- The governing body is well informed about all aspects of the school and is highly effective in supporting the leadership team in their pursuit of continual improvement and excellence.

## Information about this inspection

- Inspectors observed 16 lessons or parts of lessons taught by nine teachers, all of which were joint observations with senior leaders from the school. In addition, several short visits were made to lessons and inspectors observed a number of small groups of pupils taught by teaching assistants. An assembly was also observed.
- Inspectors looked at the work in pupils' books and listened to pupils read from Years 2 and 6 and also held meetings with two groups of pupils. They also used lunch and break times to talk to pupils and observed them around the school.
- Inspectors spoke to three school governors including the Chair of the Governing Body, members of the school management team and teachers with responsibility for key subjects. Inspectors met with parents at the start of the school day.
- Inspectors looked at a range of documents including school improvement plans and documents relating to safeguarding children.
- Inspectors took account of 45 responses to the online Parent View survey during the inspection as well as letters and emails sent in during the inspection.
- Questionnaires were analysed from 16 staff.

## Inspection team

Sarah Jones, Lead inspector	Additional Inspector
Anne Wesley	Additional Inspector

## Full report

### Information about this school

- The school converted to become an academy in February 2012; when its predecessor school, also called Ludgvan Community Primary School, was last inspected, it was judged as outstanding. The school has continued to build on the high standards since becoming an academy.
- Ludgvan Community Primary School is a smaller-than-average sized primary school, with numbers rapidly increasing.
- A very large majority of pupils are of White British heritage.
- The proportion of pupils who are known to be eligible for free school meals, for whom the school receives additional income (pupil premium), is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action or have a statement of special educational needs is below average.
- The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The principal and other members of the leadership team work with other schools both locally and nationally to help raise achieve and share the success of the practice at the school.
- The school has a number of awards including Physical Education Quality Mark, Challenge Partners 2013 and local pupil achievement, community and progress awards.

### What does the school need to do to improve further?

- Enable all staff to be fully prepared for the changes in the curriculum for September 2014 by:
  - ensuring suitable challenge is in place for the more able in all areas of the curriculum
  - making sure all staff including teaching assistants are fully trained for September 2014
  - ensuring provision for information and communication technology (ICT) is fully in place to support the new curriculum.

## Inspection judgements

### The achievement of pupils

### is outstanding

- The achievement of all groups of pupils is outstanding. The proportions of pupils making and exceeding expected progress by the end of Year 6 are high, when compared to national figures. By the time pupils leave, they are well prepared for the next stage of their education.
- Children join the Reception class with skills in line with those expected for their age. They make good progress because of the high quality provision and teaching. As a result, pupils make good or better progress overall and are well prepared to start Year 1.
- By the end of Year 2, pupils achieve consistently above the national averages in reading and mathematics. As a result of good and targeted teaching in Key Stage 1, pupils' writing is improving.
- The teaching of reading is very effective and pupils demonstrate a good understanding of letters and sounds and use this knowledge to help read more difficult words. The outcomes of the annual phonics check in Year 1 in 2013 were above those nationally. By the time they reach Year 6 they can read with confidence and with fluency.
- Pupils' exceptional progress is sustained throughout Years 3 to 6. The present Year 6 is on track to reach similarly high or better standards in English and mathematics, as in previous years.
- Disabled pupils and those with special educational needs make excellent progress and their attainment is above national averages for similar groups of pupils and when compared to all pupils nationally. More able pupils are challenged exceptionally well, ensuring they achieve their potential in all subjects.
- The school uses its pupil premium funding to provide intensive support either individually or in small groups, both in and out of the main classroom. As a result, at the end of Year 6 the average point scores for this group are above similar groups nationally. There are no gaps between the achievement of those in receipt of pupil premium funding and those who are not.
- Pupils enjoy the challenges in lessons and say they are always happy to accept more as they are ambitious and keen to do well.

### The quality of teaching

### is outstanding

- Parents, pupils and inspectors agree that the outstanding achievement is the result of consistently good and often outstanding teaching. Teachers and teaching assistants create stimulating classrooms and pupils use the wealth of resources well to support their work. The work displayed in classrooms is of a high quality.
- Teachers have high expectations of their pupils which encourage them to achieve and make outstanding progress. The outstanding teaching is supported by teachers' strong subject knowledge, skilful questioning that engages pupils' interest and their awareness of what each pupil needs to achieve and make progress. The pupils describe their lessons as fun and enjoyable.
- The teaching of literacy and numeracy is highly effective and evident in lessons such as in Year 6, when pupils used language effectively to describe a range of characters to each other, and from the description identify the character.
- There is a very positive climate for learning that is evidenced through strong relationships between adults and pupils, which in turn contributes well to promoting their excellent spiritual, moral, social and cultural development. Pupils enjoy working together and sharing ideas, they also enjoyed working on their own.
- Pupils' attainment and progress are checked accurately and frequently. Teachers have introduced a highly effective approach to marking which involves pupils. This has created opportunities for pupils to respond to the very helpful marking of their work by teachers. There are frequent discussions between teachers and pupils and there is time to respond to teachers' comments, which they say they find very helpful.
- Disabled pupils and those who have special educational needs receive support of a high quality,

from both teachers and teaching assistants. The provision is well tailored, such as one-to-one support with literacy or through opportunities in small-group skills sessions.

### The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. Relationships across the school are very strong, pupils are very polite and thoughtful to each other and they show respect to all adults within the school.
- Pupils have a thirst for knowledge and are very keen to learn and to achieve the best they can. They listen to their teachers attentively and concentrate on the tasks given to them.
- Pupils work well together, sharing ideas and accepting different opinions. Pupils who may have more challenging behaviour are supported effectively to make good choices and, as a result, incidences of poor behaviour are very rare.
- Pupils relish the many opportunities the school offers them to take on positions of responsibility; for example, serving morning tuck, helping in the library and on the school council.
- Pupils are very keen to come to school and this is reflected in the high rates of attendance and good punctuality.
- The school's work to keep pupils safe and secure is outstanding. Pupils are very aware of what constitutes bullying in its different forms, such cyber bullying and name-calling. They say bullying is very rare and if it does occur, it is dealt with effectively and quickly.
- Parents' responses in the Parent View survey are very positive about behaviour in the school. However, a couple of parents did query the supervision of younger pupils at lunchtime, when all children are in the playground at the same time. The safety of pupils was not an issue of concern at any time observed during the inspection.

### The leadership and management are outstanding

- The strong leadership team and governors have a clear vision to improve standards, to ensure high levels of achievement across the school.
- The school has rigorous systems to check on pupils' progress and address any lack of progress of individuals. Senior leaders regularly check the progress of pupils in lessons and in their books. This checking has led to a continued improvement in the achievement pupils are making.
- The leadership team's self-evaluation is accurate. This ensures that all planned development is carefully monitored in relation to pupils' progress. This improvement document has been produced with the support of the governors, who in turn also regularly evaluate the progress made by pupils.
- There is an effective and systematic programme to manage the performance of staff including setting challenging objectives relating to pupils' progress and opportunities for staff to develop their teaching expertise in line with the demands of the school development plan. Governors are kept well informed about the process.
- The wide range of subjects taught provides many opportunities for pupils to extend their experiences of the local and wider community. Preparations are underway to support the changes in the curriculum for September 2014, with plans to retain as many of the topics pupils really enjoy, for example local history including the Cornish tin mines.
- The additional physical education funding is used to provide experiences in a range of sports for pupils, as well as developing teachers' skills in physical education, for example swimming for all, to create a far more sustainable approach to physical education and pupils' health. An extra range of sporting activities is provided to further enhance pupils' experiences after school, including tennis, rounders and gymnastics.
- Pupils' spiritual, moral, social and cultural development is central to all of the subjects offered and helps pupils understand their rights and those of others. During the inspection a group of Years 1 and 2 pupils practised their team skills when creating a bridge from newspaper and masking tape. Opportunities are also in place for pupils to learn about different countries, for

example Reception children enjoy learning about mini beasts in Australia.

- The school's arrangements for safeguarding of pupils meet statutory requirements and demonstrate good practice.
- The school has good links with parents, with most pleased with the level of communication. However, a few expressed a concern on how quickly some issues are followed up, while most were very happy. As one parent said, 'communication between teachers and parents has always been excellent. All of the staff are welcoming and happy to answer any query that may arise.'

### ■ **The governance of the school:**

- The governing body provides effective support and challenge which is based on a clear understanding of the school's strengths and areas for development, both within the context of the school and the community it serves, and in relation to similar schools. The governing body is very clear on the targets for the school and how these can be met. Governors make sure that statutory responsibilities are met, such as the safeguarding requirements that are fully in place and effective.
- Governors have a good understanding of the school including the management of teachers' performance and the implementation of Teachers' Standards and how they affect salary progression, as well as tackling any underperformance. Governors make sure that school funds including the pupil premium funding are spent carefully to improve pupils' achievement. Governors make sure they are kept up to date with training to improve their effectiveness, especially when holding leaders to account.

## What inspection judgements mean

<b>School</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	137466
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	441129

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Academy alternative provision converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	192
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachel Richards
<b>Principal</b>	Chris Mottram
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	017367 40408
<b>Fax number</b>	017367 41107
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