

Inspection of Landulph School

Landulph, Saltash, Cornwall PL12 6ND

Inspection dates: 6 and 7 February 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

The headteacher of this school is Karen Ball. The school is part of South East Cornwall Multi Academy Regional Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Dan Buckley, and overseen by a board of trustees, chaired by Lee Hallam.

What is it like to attend this school?

Landulph School is a happy and welcoming place which sits at the heart of village life. Pupils thoroughly enjoy school. Staff know them well. This helps pupils feel safe and well cared for.

Teachers make their expectations of behaviour clear. Classrooms are calm and orderly. Pupils engage in their learning well and work hard. Bullying is rare. Pupils say adults in the school help them if they are ever worried.

Central to Landulph's ethos are its values of honesty, friendship, loyalty and respect. It promotes these whenever possible. For instance, the annual lunch for grandparents develops pupils' empathy and respect for those from different generations.

The school places a strong emphasis on pupil leadership. Older pupils are excellent role models. For example, they read stories to their younger peers at lunchtimes during 'Book Club'. The school council gives pupils a voice at both school and trust level. Through outdoor learning and residential visits, pupils learn the importance of resilience and teamwork.

The school has made many recent improvements. It now has an ambitious curriculum from early years to Year 6. Pupils learn more than in the past. They are well prepared for their next stage of education.

What does the school do well and what does it need to do better?

Following the previous inspection, the school redesigned much of its curriculum. It did so while carefully managing staffing changes. The school, while ensuring it supports teachers to teach well, has also taken workload into account. Staff's pride in being a part of Landulph is equal to that of its pupils. The trust, including the local governing body, has ably supported the school. It has closely checked on the school's progress and given additional help where needed. As a result, the trust's self-evaluation of the school is accurate.

The school has identified the specific knowledge pupils will learn and in what order. It has given careful consideration as to how teachers will implement the curriculum in the mixed-age classes. Teachers give pupils tasks well matched to what they can do. This is because they now regularly check what pupils can remember from previous lessons or topics. Pupils now recall more of their learning. For instance, younger pupils talk confidently about habitats in science. Older pupils explain how electrical circuits work using the correct scientific vocabulary.

However, in a few subjects this work is at an early stage. Some pupils have gaps in knowledge because of previous weaknesses in the curriculum. For example, pupils in history do not have a secure understanding of concepts such as empire.

Furthermore, the school is not yet able to evidence the impact of the changes in some foundation subjects, such as art and design.

The teaching of reading has improved significantly. The school has established an agreed approach to how pupils will learn the phonics code. Staff have been well trained. Their subject knowledge is much improved. As a result, staff address any errors or misconceptions in pupils' reading. They quickly identify pupils who fall behind and give them additional help to catch up.

Landulph is highly inclusive. It has experienced a rise in the number of pupils with special educational needs and/or disabilities. Despite these challenges, the school ensures that the curriculum is well adapted for their needs, including those with complex difficulties.

The school holds a careers fair to help pupils consider their future paths. The school ensures diversity is incorporated into its academic curriculum. Pupils understand different types of discrimination. They have a good knowledge of faiths and cultures different to their own. Pupils are well prepared for life in modern Britain.

With guidance from the trust, the school has refined its systems for attendance. It makes frequent checks on levels of absence and swiftly intervenes where there are concerns. This includes putting support in place for families who need it. Consequently, pupils attend well.

Parents and carers praise the school highly. They welcome staff's approachability and feel any concerns they have are addressed.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few foundation subjects are in the early stages of implementation. Pupils have gaps in their knowledge as a result of previous weaknesses in the curriculum. The trust needs to further refine curriculum planning to take into account pupils' gaps in knowledge and ensure these are addressed.
- In some subjects, the curriculum is too new to see its impact. As a result, the school is not sure how well pupils are learning in these subjects from early years to Year 6. The trust needs to ensure they monitor how well pupils are learning in these subjects so that they can be sure of its impact and make changes accordingly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140512
Local authority	Cornwall
Inspection number	10288192
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	Board of trustees
Chair of trust	Lee Hallam
CEO of the trust	Dan Buckley
Headteacher	Karen Ball
Website	www.landulphschool.co.uk
Date of previous inspection	21 June 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of South East Cornwall Multi Academy Regional Trust.
- Since the previous inspection, there have been some changes to the teaching staff.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke to the headteacher and other senior leaders, groups of staff, groups of pupils, the CEO of the trust, an executive leader from the trust, the chair of the trust and the chair and vice-chair of the local governing body.
- Inspectors carried out deep dives in early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector also discussed the curriculum with leaders in art and design and religious education. He also met with pupils to discuss their work in history and science.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- An inspector spoke to parents at the start of the school day. Inspectors also considered the responses to Ofsted Parent View, the pupil survey and the staff survey.
- There were too few children on roll to award a separate grade for the early years provision.

Inspection team

Jason Edge, lead inspector

His Majesty's Inspector

Greg Chantler

Ofsted Inspector

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