

# Inspection of Luxulyan School

Luxulyan, Bodmin, Cornwall PL30 5EE

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Inspection dates: 18 and 19 October 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires Improvement

## **What is it like to attend this school?**

Pupils, parents and staff are positive about Luxulyan School. They rightly consider it to be a vibrant learning community where everyone is valued. Pupils 'grow, learn, enjoy and excel' through the well-considered curriculum that leaders provide. This is an inclusive school. Leaders want the best for every pupil. Pupils show determination to meet leaders' high expectations. Leaders make sure that all pupils, including those with special educational needs and/or disabilities (SEND), experience success.

Luxulyan School is at the heart of the local community. Pupils learn how to be active citizens through the many community links, including fundraising for charity and helping to develop local green spaces. Pupils talk about the range of positive features of the school with confidence and enthusiasm. They say it is a happy and exciting place to play, learn and grow.

Parents consider their children lucky to be able to attend the school. They say that staff care about pupils as individuals and help them to 'be the best that they can be'. Parents are particularly appreciative of how leaders deal with problems if they arise. They say that leaders communicate well. 'Staff are very approachable and quick to tackle any issues', was a typical comment from a parent.

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

Pupils learn through an ambitious curriculum that meets their needs well. This starts in the early years where children get off to a flying start. Leaders have carefully considered the important knowledge they want pupils to learn. The curriculum is well organised and sequenced. This helps pupils to build knowledge well over time. Leaders provide guidance for teachers about what successful adaptations to learning may look like for pupils with SEND. This supports teachers to meet pupils' individual needs successfully.

In the core subjects, teachers make effective use of assessment to check what pupils know and remember. They adapt teaching based on pupils' prior knowledge. However, in some foundation subjects, assessment processes are not as secure as they could be. Teaching is not always adapted well enough. Some pupils develop gaps in their knowledge and find it hard to remember their learning. Leaders have plans in place to develop this area of the curriculum.

Subject leaders understand what is working well in each subject. They have detailed plans for improvement to further strengthen the quality of education. Subject leaders benefit from trust-wide support to develop their roles and impact within the school.

Leaders prioritise reading, starting in the early years. Teachers share their love of reading with pupils. Leaders provide ongoing training and support for staff. As a

result, phonics teaching is effective. Pupils read books that contain the sounds they know. They develop into confident and fluent readers. Staff quickly identify pupils who need extra help to catch up. Leaders make sure that staff have the relevant expertise to help pupils to catch up quickly. Leaders help parents to understand the school's chosen phonics programme so that they can support their child at home.

Pupils show respect to others. They are kind, considerate and have positive attitudes to learning. Pupils behave well because all staff share the same high expectations. Pupils appreciate that people may have different beliefs, views and opinions. They say that everyone is treated fairly at Luxulyan School. Pupils do not worry about bullying. They learn about the different types of bullying but say it happens rarely. Pupils know that staff are there to care for them.

Leaders prepare pupils well for their next steps. They provide opportunities for pupils to learn about the world beyond the school community. Pupils speak fondly of their recent residential visit to London. Leaders plan a comprehensive programme of extra-curricular activities for pupils. They identify, nurture and celebrate pupils' talents and interests. Leaders make sure that all pupils can access the opportunities on offer. A high number of pupils play sports competitively. Through these opportunities, and the planned curriculum, pupils improve resilience, communication and teamworking.

Staff feel well supported by leaders to fulfil their roles effectively. They consider themselves to be part of a strong team. Staff have the relevant expertise to sensitively guide those who are new to their roles. All staff feel that leaders help them to manage their workload well. Staff comment positively about their well-being.

Leaders, including governors, evaluate the school's current effectiveness with accuracy. They know what is working well and what needs to continue to improve. The trust checks that improvement plans are suitable and sustainable. It provides appropriate support and challenge to school leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils feel safe. Leaders promote a strong culture of safeguarding. Pupils say there are trusted adults they can speak to if they have any worries. Staff know pupils well. This helps them to identify changes in behaviour that may indicate pupils are at risk. Staff record and report safeguarding concerns promptly. Leaders check the accuracy of reporting and deliver ongoing training. They act quickly to make sure families receive the support they need.

Leaders make the right checks on new staff during recruitment. They ensure these checks are recorded with accuracy.

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

### (Information for the school and appropriate authority)

- Assessment in foundation subjects is not as effective as in the core. Teachers do not adapt learning well enough as assessment does not inform them of what pupils remember over time. Some pupils develop gaps in their knowledge. Leaders need to ensure that assessment is developed further in foundation subjects to give teachers accurate information about what pupils know and can do.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	142712
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10241227
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Geoff Brown
<b>Headteacher</b>	Emma Williams
<b>Website</b>	<a href="http://www.luxulyan.eschools.co.uk">www.luxulyan.eschools.co.uk</a>
<b>Date of previous inspection</b>	26 November 2020, under section 8 of the Education Act 2005

## Information about this school

- The head of school started her role in November 2020.
- Leaders do not use any alternative provision.
- Luxulyan School is part of Cornwall Education Learning Trust.
- Key stage 1 and key stage 2 consists of three mixed-age classes.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors spoke with school leaders, subject leaders, parents, pupils and representatives from the trust.
- An inspector listened to pupils read.
- To evaluate safeguarding, inspectors spoke to the designated safeguarding leader (who is also the headteacher) and the safeguarding lead for the trust. Inspectors also spoke with staff, governors and pupils, and evaluated record-keeping and staff training.
- Inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents, and comments made by parents online during the inspection. They also evaluated responses to Ofsted's staff questionnaire. There were no responses to the pupil questionnaire.
- Inspectors met with parents at the start and end of the first day of the inspection.

### **Inspection team**

Jane Dennis, lead inspector

His Majesty's Inspector

Mark Lees

Ofsted Inspector

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