

# Lanner Primary School

## Inspection report

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<b>Unique Reference Number</b>	111837
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	356988
<b>Inspection dates</b>	18–19 November 2010
<b>Reporting inspector</b>	Hazel Callaghan

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Rundle
<b>Headteacher</b>	Stephen Brady
<b>Date of previous school inspection</b>	22 April 2008
<b>School address</b>	Lanmoor Estate Lanner, Redruth Redruth TR16 6AZ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 14 lessons taught by 10 teachers, plus a variety of other teaching sessions, assemblies and other aspects of the school's work. Meetings were held with staff, members of the governing body and pupils. The inspectors reviewed a variety of school documentation including policies related to safeguarding, the school's records of pupils' attainment and progress, the school development plan, the governing body minutes and reports written about the school. Inspectors also scrutinised 105 parent questionnaires that had been returned.

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

- To what extent do pupils of all abilities, both boys and girls, make good or better progress, particularly in English and especially writing?
- How effectively do care, guidance and support, and the curriculum, support pupils' progress, particularly those with special educational needs and/or disabilities, and enable them to succeed?
- To what extent does the governing body hold the school to account, is proactive in its work, and is effective in monitoring and promoting safeguarding procedures? To what extent does the governing body hold the school to account, is proactive in its work, and is effective in monitoring and promoting safeguarding procedures?

## Information about the school

Lanner Primary School is similar in size to other primary schools. The vast majority of its pupils come from families of White British backgrounds. There is a below average proportion of pupils identified as having special educational needs and/or disabilities. A lower than average proportion of pupils are known to be eligible for free school meals than is seen nationally. There are Nursery and Reception classes providing the Early Years Foundation Stage curriculum. The local Children's Centre also uses a room on the school site for outreach activities. The headteacher returned to work in a full-time capacity a year ago after a serious road accident. The school was led by the deputy headteacher in his absence and in partnership with the headteacher during his staged return. The school was awarded the Healthy Schools status five years ago and has recently received its re-validation. Considerable building work and repairs are ongoing on the school site. The school holds its own breakfast and after-school clubs which are managed by the governing body.

**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

Lanner Primary is a good school. It provides well for pupils' academic and personal development. The school has steadily improved since the last inspection due to the good leadership and management of the senior leaders. Many aspects of the provision have improved, particularly the quality of teaching and of care, guidance and support, with the result that pupils now achieve well. Teaching is good and pupils make good progress in their lessons. This has been evident in mathematics and science over several years, and the school's recent concerted focus on improving teaching and learning in writing has proved successful. Pupils now make good progress in developing their writing skills with the result that attainment in English, as well as mathematics and science, is above average. Their good range of basic skills and their ability to work effectively together prepares pupils well for their next steps in education.

Relationships throughout the school are good and pastoral care is particularly strong. Pupils consequently feel safe and well cared for by the staff. Pupils' successes both at school and outside are celebrated, with the result that their confidence and self-esteem increases. This is recognised by the parents and carers, many of whom wrote to say how pleased they are with the school. 'Both my children have excelled since going to Lanner two years ago. I firmly believe the school meets and exceeds any parents' and child's expectations,' wrote one parent.

All pupils achieve well. A successful focus on challenging the more-able pupils has resulted in an increased number of them reaching higher than expected levels. In previous years, pupils identified as having special educational needs and/or disabilities have not achieved well but this also has improved significantly due to the better support they now receive. The identification of their specific needs is now more accurate, but systems to measure their progress and plan appropriate interventions are still developing. The curriculum is satisfactory overall. It has strengths in art, information and communication technology (ICT), writing and in aspects of mathematics. Sometimes, activities are not always adapted as well as they should be to enable pupils, particularly those with special educational needs and/or disabilities, to work independently.

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

- In order to ensure that pupils with special educational needs and/or disabilities make securely good progress
  - develop effective systems for tracking and monitoring how well they are doing so that appropriate programmes can be put into place that ensure their good progress.

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- adapt the curriculum so that it matches their personal and learning needs, so they find success when working independently as well as with support. adapt the curriculum so that it matches their personal and learning needs, so they find success when working independently as well as with support.
- Provide more opportunities for pupils to meet, work and play with people of a variety of cultures, faiths and backgrounds so their understanding of the diversity of society within the United Kingdom increases.

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

By the time pupils enter Year 1, a good proportion are working at the levels expected for their age. They make at least satisfactory progress in Years 1 and 2 to reach average standards overall. In writing, good progress is now clearly evident and standards have risen. This good progress in writing can also be seen in Years 3 to 6 with the result that the gap between attainment in English and that in mathematics has closed. All groups in Year 6 last year made significantly more progress than was expected. Attainment overall is now securely good and in some subjects achievement has been high, particularly in mathematics and science.

This good progress continues this term as the result of good teaching and pupils' good attitudes to their work. This was seen in most lessons. In a Year 5 mathematics lesson, for example, pupils relished the challenge to investigate the patterns and relationships between numbers. They used mathematical vocabulary correctly, understood that there were different ways in which to find their answers, and explained their ideas clearly. Pupils of all abilities rose to the challenge well and used their mathematical skills and knowledge successfully. The school's introduction of the 'Big Write' has also been successful in not only developing pupils' writing skills but in building confidence. In the Year 1 and 2 classes, this could be seen very strongly. Pupils saw themselves as writers irrespective of their abilities. They used their skills of sounding out letters and had an attempt at spelling even quite challenging words. Similarly, pupils in Year 6 showed very mature attitudes to their writing. They shared expressions and vocabulary that would make their writing more exciting, and independently used a variety of strategies to make their writing more effective. There is a sense of empowerment that enables even those with special educational needs and/or disabilities to succeed. ♦

Pupils' good attitudes to work extend to their desire to contribute to the life of the school. Many have responsibilities of which they are proud. Older pupils show sensitivity and care when supporting the youngest children in the school at break- times. They are polite and friendly and usually get on well. ♦ They have a good understanding of the importance of healthy lifestyles, they enjoy games and sport activities, and try to make positive choices about what they eat. Pupils feel safe and have a good understanding of how to keep themselves safe, especially when using the internet. They enthusiastically told inspectors about the celebrations that take place in Redruth and show pride in local traditions. They play a positive part in the local community but have few opportunities to meet, work and play with those from different backgrounds.

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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Good teaching and good levels of care, support and guidance underpin pupils' good progress. It is also supported by the curriculum in which stimulating activities are being developed to 'grab pupils' interest'. The development of the curriculum and changes to the range of activities are still being embedded, but pupils talk with enthusiasm about their trips and visits which support their learning. 'My child is extremely happy at school. She is motivated by interesting topics, has had a great relationship with all her teachers and enjoys all the varied opportunities given to her,' wrote a parent. These views were consistent with the comments of many. Pupils are proud of their work and the stunning displays around the school are testimony to the high quality art work and pupils' enthusiasm. Displays are also used to support pupils' work and for developing strategies that pupils can use, especially in writing, so that it improves. Teachers use assessment increasingly effectively to plan activities that not only interest pupils but also build well on pupils' previous learning. Teaching assistants provide good support for all pupils, but especially for the small proportion of pupils with special educational needs and/or disabilities. These pupils find success in these supported activities but are not always as successful when working independently because the task has not been sufficiently adapted to meet their needs.

The personal, social and health education programme is an important part of the curriculum and pupils' understanding of healthy lifestyles is well promoted as part of the

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school's work in continuing to hold Healthy Schools status. The staff work well to develop pupils' interest in the world around them. Opportunities to meet with people of other backgrounds are few, but some local residents have talked to pupils about their different religious beliefs. Pupils are well prepared for their transfer to the local secondary schools. A learning mentor, who works with families as well as pupils, provides a strong level of support.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The leadership of the school has been effective in introducing a range of successful strategies for improvement that are consistently employed by all staff, with the result that teaching is consistently good and standards are rising. ♦ Barriers to learning are being removed, pupils of all abilities and backgrounds are enabled to make good progress, and the provision for equality and diversity is good. The diversity of pupils within the school in terms of minority ethnic groups is small. There were some racial tensions as pupils from other backgrounds have joined the school but these have been addressed quickly and effectively. Consequently, relationships are good and pupils are more appreciative of each other as individuals. Links with the local community are good and pupils frequently make a positive contribution to local events. Opportunities for them to develop a good understanding of the cultural diversity of the United Kingdom are not sufficiently developed. There are plans to develop links with a school in Hounslow and the school makes global links through its work with charitable institutions. Partnerships with parents and carers are good. They are very supportive of the school and regularly attend celebrations and meetings. ♦ Partnerships with local schools and a wide range of other agencies are having a positive impact on the pupils' welfare, their personal development and academic progress. The school provides good value for money.

The roles and responsibilities of the governing body are clear and effective. It plays a satisfactory part in the monitoring of the school and in ensuring that pupils and staff are safeguarded from harm. All the required health and safety checks and safeguarding procedures are in place and carried out satisfactorily.

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*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Children start in the Nursery with a narrower range of knowledge and skills than is typical for their age. They settle well under the sensitive care and support of all the adults and can be seen enjoying the many exciting tasks available to them. Very good links between the Nursery and Reception classes ensure that children's learning progresses well across the Early Years Foundation Stage and that they achieve well. By the time they enter Year 1, children's knowledge and skills have developed so successfully that attainment is above expectations at this age. Provision in both the Nursery and Reception classes is good. There is an effective balance of adult-led tasks and opportunities for children to choose their own activities. Teaching is good and all adults are skilful in asking questions that probe children's understanding and extend their thinking. Activities are fun and there is a good range of resources for children to choose from that stimulate their ideas and enjoyment. The classrooms are stimulating and well organised. The secure area outside between the classrooms is well used and children enjoy opportunities to experiment and explore.

Good partnerships are made with parents and carers and this supports children's positive development. All children's welfare needs are effectively met. Assessment is used well to identify children's next steps. Teamwork is good. The leadership role has been extended so that the school can develop good links with the local Children's Centre which now uses a newly constructed room next to the Nursery as an outreach centre. The Nursery teacher works closely with the Children's Centre staff. Plans for activities, such as 'stay and play' sessions for local families and their young children, are well under way. The school is very evaluative of its work and the Nursery teacher and Key Stage 1 leader are developing effective ways of working so that a strong Early Years Foundation Stage is further developed.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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 number of questionnaires returned by parents and carers was large given the size of the school, and the vast majority were very positive about the school and its work. Parents and carers commented on the high levels of care and helpfulness of staff, especially in supporting their child's particular health or learning needs. Many referred to the good teaching and how their children enjoyed coming to school. ♦ Some also commented on how the school was improving. There were very few issues of concern for parents and carers. One was a concern that pupils' poor behaviour was not managed sufficiently well. During inspection, pupils behaved very well both in lessons and at break times. Pupils talked to inspectors about the few who sometimes have difficulties behaving well but also said they felt that staff manage such occasions well and it usually did not worry or disturb them. Some parents and carers expressed concern that the school did not support their child's healthy lifestyle. This appears to stem from the fact that pupils have not enjoyed the school meals in the past and some parents would like to see more sports activities. Inspection found a good range of sporting activities in lesson time and after school. A few parents and carers also had concerns over the number of changes in staff due to maternity leave and the job-sharing arrangements. Inspection found that these arrangements are well managed, that pupils often benefit from the range of expertise available, and that careful planning is ensuring that pupils continue to make good progress.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lanner 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 105 completed questionnaires by the end of the on-site inspection. In total, there are 242 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	58	41	39	3	3	0	0
The school keeps my child safe	59	56	43	41	1	1	2	2
My school informs me about my child's progress	47	45	54	51	4	4	0	0
My child is making enough progress at this school	52	50	51	49	2	2	0	0
The teaching is good at this school	51	49	49	47	2	2	1	1
The school helps me to support my child's learning	52	50	50	50	48	3	3	0
The school helps my child to have a healthy lifestyle	48	46	49	47	7	7	1	1
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)	50	48	46	44	3	3	1	1
The school meets my child's particular needs	51	49	50	48	3	3	0	0
The school deals effectively with unacceptable behaviour	41	39	46	44	7	7	6	6
The school takes account of my suggestions and concerns	32	30	62	59	3	3	5	5
The school is led and managed effectively	46	44	51	49	4	4	4	4
Overall, I am happy with my child's experience at this school	61	58	39	37	4	4	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



22 November 2010

Dear Children

**Inspection of Lanner Primary School, Lanner, Redruth TR16 6AZ**

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents or carers are correct in thinking that you go to a good school.

Here are some of the things we found out.

- You get a good start to your schooling in the Nursery and Reception classes.
- You make good progress to reach standards in Year 6 that are above those expected for pupils of your age.
- You always want to do well and enjoy your work.
- You are polite, friendly and helpful, enjoy taking responsibility and have done lots of things to help the school be a better place and to support people around the world.
- You are taught well and all your teachers work hard to make sure that your lessons are interesting.
- The school is led well and everyone works together as a strong team.
- The staff look after you well so you feel safe and happy.

Even though Lanner Primary is a good school, there are two things we have asked your headteacher and staff to do to make it even better.

- They should ensure that pupils who sometimes find learning difficult continue to make the same good progress as the majority of you.
- They should give you more opportunities to meet, work and play with people of different backgrounds throughout the United Kingdom.

Thank you again for making our visit so enjoyable and remember all of you can play your part by continuing to work hard and helping each other.

Yours sincerely

Hazel Callaghan

Lead inspector

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