

Lerryn CofE Primary School

Inspection report

Unique Reference Number	112026
Local Authority	Cornwall
Inspection number	357027
Inspection dates	24–25 May 2011
Reporting inspector	Alex Baxter

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	46
Appropriate authority	The governing body
Chair	Father Philip Conway
Headteacher	Fiona Corfield
Date of previous school inspection	16 July 2008
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Introduction

This inspection was carried out by one additional inspector. The inspector visited 10 lessons taught by three teachers. The inspector observed the school's work, attended assemblies, observed break times, and before- and after-school activities. He held meetings with representatives of the governing body, staff, pupils, and parents and carers. The inspector looked at plans and policies, records of assessments and the tracking of pupils' progress. In addition, questionnaires completed by 29 parents and carers and 25 pupils were analysed.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- The consistency in quality of teaching and learning, particularly through Years 3 and 4, and in English and mathematics.
- The use of teaching assistants, assessment, and information and communication technology in accelerating pupils' progress.
- The work of new leaders and managers, including the governing body, in bridging gaps in pupils' prior learning and in sustaining improvements in pupils' achievements.

Information about the school

This is a very small village primary school with two mixed-age classes. Children in the Early Years Foundation Stage are taught in a mixed Reception and Years 1 and 2 class. The second class includes pupils in Years 3, 4, 5 and 6. The proportion of pupils known to be eligible for free school meals is below average. Currently, all the pupils attending the school are of White British heritage and there are no pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. The headteacher took up her post in September 2010 and a new full-time teacher joined the staff at the beginning of the spring term in January 2011.

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

Lerryn is a good school which continues to improve. Led by a determined headteacher who has developed a clear set of priorities, the school has emerged well from a difficult period. By building on the good work of the governing body in making well-considered staff appointments, the headteacher has played a key role in making sure that effective school development and management procedures establish consistently good teaching in both classes. Other improvements include underpinning strengths in care, guidance and support, which have continued since the previous inspection. Robust safeguarding procedures and enhanced facilities, including outdoor provision for children in Reception, have aided pupils' learning. Improvement continues at a brisk pace, as seen now in the pupils' above-average levels of attainment in English and mathematics by the end of Year 6. These raised outcomes represent good pupils' achievement, including by those with special educational needs and/or disabilities, and also clearly show a good capacity for sustained improvement.

These are the other main findings of the inspection.

- Lerryn is an inclusive school where the pastoral care provided by the staff and the stimulating range of extra-curricular clubs and events are outstanding features. As a result, pupils feel very safe, behave extremely well and adopt very healthy, safe lifestyles.
- Children make a good start in Reception and continue their good progress in the next class. This good learning continues for all pupils across the range of ability and backgrounds, including those with special educational needs and/or disabilities and by more-able pupils. Pupils achieve particularly well in their speaking, listening and computer-based skills.
- The headteacher has introduced a coherent method of assessing and developing pupils' progress. This has provided a more accurate picture of how well the school develops pupils' skills. It has enabled the school to tackle some previous underachievement successfully, especially for pupils in Years 3 and 4. This clear picture of assessing the impact of provision on pupils' progress now underpins effective self-evaluation to generate clear priorities for action.
- The quality of teaching and academic guidance is good. Teachers in both mixed-age classes ensure that lessons present a good level of challenge and an interesting range of learning experiences for all groups of pupils. Very close adult support of pupils successfully develops the pupils' very positive attitudes and self-confidence. The pupils' high rates of attendance also reflect their great enjoyment of school and the school's good links with parents and carers.

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- Pupils contribute well to the school and local community, and willingly accept responsibility and show initiative. For example, younger children choosing learning activities for themselves is now a good feature of their learning. At times, though, in and out of lessons, opportunities for pupils to fully develop as independent learners are too limited as they move through the school, which slows the progress for some.

What does the school need to do to improve further?

To further increase the progress pupils make in Years 1 to 6, teachers should:

- provide more opportunities in lessons for pupils to learn independently by choosing activities for themselves and setting up their own lines of enquiry
- provide more opportunities out of lessons for pupils to undertake responsibility.

To further increase the progress pupils make in Years 1 to 6, teachers should:

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

From broadly expected levels of skill on entry, teachers ensure that pupils achieve well and enjoy their time at school. Well-planned support has tackled elements of previous underachievement effectively, particularly in writing and mathematics. As a result, there are no significant differences in the attainment of boys and girls. Currently, most pupils across the range of ability make similarly good progress in relation to their needs and starting points. Pupils show interest in their work, listen carefully and settle down quickly to their learning. For example, in a literacy lesson in the Years 3, 4, 5 and 6 class, after viewing a film clip, pupils talked eagerly about what they had seen. Subsequently, they sustained good learning when writing their play scripts of the story 'Finding Nemo'. During a mathematics lesson in the Reception, Years 1 and 2 class, a group of Year 1 pupils enjoyed using large number-line apparatus and made good progress in understanding addition by finding different ways of making sums up to 20. At times, though, there is too much adult-led activity whereby pupils merely complete the tasks set for them. These approaches limit the pupils' ability to further develop their independent learning skills.

Behaviour is exemplary in and out of lessons. Pupils take their roles, for example as pupil governor and 'Snack Shack' and 'Shed' monitors, seriously and perform their duties conscientiously. At times, they also offer ideas and contribute well to a variety of fund-raising activities, such as supporting the education of a child in Zambia. Generally though, pupils feel that they do not have enough opportunities to take responsibility and are pleased by the school's plan to train some of them as play leaders. Pupils show a strong commitment to healthy living, as seen in their high levels of participation in the several sports clubs available. Pupils say that they feel very safe at school. They are very knowledgeable about healthy foods, the importance of exercise and how to keep safe. Pupils' spiritual, moral, social and cultural development is good, as seen, for example, in their considerate behaviour, the kindly way that older pupils are mindful of younger pupils. During assemblies they demonstrate harmonious singing and a genuine interest for those less fortunate than themselves. The pupils' above-average skills, good achievement and very positive attitudes to learning prepare them well for their future economic well-being.

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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	1
Pupils' behaviour	1
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

¹ 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?

Teachers are very mindful of the wide differences in pupils' ages and abilities in both classes and use accurate assessments of pupils' skills effectively to prepare lessons. In addition, when marking pupils' work, teachers also ensure that pupils are challenged and stimulated at the right level and are given clear information about how to improve. These represent key improvements since the previous inspection and are successful in ensuring that most pupils now sustain good progress. Staff use information and communication technology (ICT) in the form of interactive whiteboards effectively to introduce and support teaching. They also encourage pupils to make good use of laptop computers to use and extend their basic literacy, numeracy and research skills. For example, when pupils in Year 2 examined how posters of the Eden Project portray key features to attract new visitors. Teachers are skilled at knowing just what to ask pupils to challenge and extend their learning. In a mathematics lesson observed in the Years 3, 4, 5 and 6 class, for example, pupils gained a good understanding of the terms 'vertices, surfaces and edges' of three-dimensional shapes as a result of challenging and well-paced questioning. Similarly effective learning took place in a lively Reception and Years 1 and 2 lesson as the teacher's sharp questioning encouraged pupils to share ideas about key features of posters with their 'Talk Partners'. Teaching assistants are deployed well to support learning, for example, in group reading, writing and practical mathematics activities. On a few occasions, assistants are not fully utilised in helping to present lesson objectives at the right level to smaller groups of pupils of different age and ability.

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The curriculum meets the needs of all pupils and caters well for the different ages. An excellent range of well-attended extra-curricular clubs, which also includes a variety of sports, makes the very best use of the school's limited facilities and promotes the pupils' excellent attitudes and adoption of healthy living. The well-structured curriculum includes a range of topics such as the Victorians, which link subjects together. Regular visits, such as that to the Eden Project, provide memorable learning experiences and enable key skills to be developed across different subjects. Currently, though, there are fewer opportunities for pupils to use and extend their independent learning skills by pursuing their own lines of enquiry.

Underpinned by the school's Christian ethos, care, guidance and support are outstanding. Pastoral care is a significant strength, with intervention strategies meeting pupils' emotional needs particularly well, including lifting their confidence so that they can be included and participate fully in school activities. The school liaises extremely well with other organisations to support pupils' welfare and implements good procedures to keep pupils safe. Arrangements for the induction and transfer of pupils and monitoring attendance are very good and are clearly evident in the pupils' great enjoyment and high rates of attendance.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

After a period during which staff changes affected both classes and senior management, strong leadership has secured a shared vision and drive for improvement. The headteacher's very supportive approach promotes a high level of morale. This has enabled the school to manage change effectively and to move forward systematically. Procedures for monitoring the achievement of all groups of pupils are rigorous. As a result, self-evaluation is well informed and is effective in ensuring that planning accurately identifies the right areas for improvement. The impact of leadership in securing stable staffing, and in providing additional support for previously underachieving pupils, is clearly working. Successful initiatives, such as involving pupils in target setting and self-evaluation, have raised expectations, especially in Years 3 and 4. However, new initiatives to enhance independent learning have yet to have such a successful impact.

The governing body fulfils its duties well. Effective strategic planning, well-considered staff appointments and a shared determination to sustain high-quality care, guidance and support ensure good value for money. The school promotes good links with parents and carers and outside agencies which enhance the learning activities provided for the pupils. All the required safeguarding checks and policies, including for example, safe recruitment

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procedures, underpin pupils' welfare so they feel extremely safe. The pupils' good progress reflects effective efforts to overcome previously slow learning, and illustrates the school's successful promotion of equality of opportunity and refusal to tolerate any form of discrimination. Despite its very small size, the school is committed to social harmony and promotes community cohesion well. Lessons in religious education, assemblies, teaching French, village and church events and regular contributions to charities such as Christian Aid ensure that local, national and international aspects of the community are covered effectively. The school also has plans to extend links with a culturally more diverse school in Walsall to improve its promotion of community cohesion.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Excellent leadership by the coordinator ensures that the needs of Reception-aged children are fully addressed in this mixed-age class. A caring, family ethos and a strong focus on practical activity also underpin the learning atmosphere in this class. Consequently, children settle very quickly and like coming to school. More recently, clear action has also improved the provision for learning outdoors. As a result, there is a well-balanced range of adult-led learning and activities chosen by the children themselves. Free access to the much-enhanced and secure outdoor area has extended opportunities for children to learn by choosing activities for themselves. These include, for example, children joyfully weaving coloured ribbons, working in their 'building site' or 'taking tea' in their tent. Staff plan very carefully and make good use of comprehensive assessments of the children's developing skills to ensure that children learn and make at least good progress across all areas of the Early Years Foundation Stage. Staff safeguard the children's welfare extremely well and provision is particularly successful in extending children's language and number skills. Children' social development is promoted well during adult-led activity, for example sharing ideas when exploring letter sounds. Very occasionally, collaborative

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learning is not developed as effectively during activities chosen by the children themselves.

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	1

Views of parents and carers

There was an above average response rate to the questionnaire. Most parents and carers, including those who spoke to the inspector, expressed agreement with all the statements. All parents and carers agreed that the quality of teaching and pupils' learning and progress are good and that they are kept informed about their child's progress. Additional written comments were also mostly very positive and are endorsed by inspection findings. A few concerns, mainly about helping children to have a healthy lifestyle, were not supported by evidence gathered during this inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lerryn Cof E 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 inspector received 29 completed questionnaires by the end of the on-site inspection. In total, there are 46 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	66	10	34	0	0	0	0
The school keeps my child safe	21	72	7	24	1	3	0	0
My school informs me about my child's progress	12	41	17	59	0	0	0	0
My child is making enough progress at this school	12	41	17	59	0	0	0	0
The teaching is good at this school	21	72	8	28	0	0	0	0
The school helps me to support my child's learning	15	52	14	48	0	0	0	0
The school helps my child to have a healthy lifestyle	8	28	17	59	4	14	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)	7	24	19	66	1	3	0	0
The school meets my child's particular needs	12	41	16	55	1	3	0	0
The school deals effectively with unacceptable behaviour	10	34	18	62	0	0	0	0
The school takes account of my suggestions and concerns	9	31	19	66	1	3	0	0
The school is led and managed effectively	16	55	12	41	1	3	0	0
Overall, I am happy with my child's experience at this school	19	66	9	31	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 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



25 May 2011

Dear Pupils

Inspection of Lerryn Church of England Primary School, Lerryn PL22 0QA

Thank you all for welcoming me so warmly during my inspection of your school. You were all very courteous and helpful. Additional thanks to the group of pupils from Years 5 and 6 who talked to me so enthusiastically about your school. You told me that you really enjoy school because of the excellent care provided by the staff and the friendly way that pupils treat each other. These very positive views were also evident in your questionnaire responses. I found that Lerryn is a good school that continues to improve.

These are the other main things I found.

- You make good progress as you move through the school. Many of you are confident, capable speakers and use computers very skilfully.
- Your behaviour is first class and you make good contributions to your interesting learning activities both in and out of lessons. This is because adults appreciate your efforts and teach you well.
- You clearly feel extremely safe at school and are very good at living healthily.
- Your headteacher, staff and governors work well together as a team and are committed to bringing further improvement.

To help the school to improve, I have asked the teachers to give you more opportunities, in and out of lessons, to take responsibility and learn by setting up and following your own ideas and enquiries.

All of you can help by sharing ideas and working even more closely with your friends to help you to learn.

Yours sincerely

Alex Baxter

Lead inspector

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