

Lanlivery Community Primary School

Inspection report

Unique Reference Number	111915
Local Authority	Cornwall
Inspection number	378389
Inspection dates	13–14 October 2011
Reporting inspector	Stephen Dennett

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	56
Appropriate authority	The governing body
Chair	Keith Adams
Headteacher	Rebecca Barker-Brown
Date of previous school inspection	28 April 2009
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited five lessons and parts of three more, observed three teachers and held meetings with members of the governing body, staff and groups of pupils. Informal discussions were held with parents and carers. The inspectors observed the school's work, and looked at policies, pupils' books, safeguarding records and evidence of the monitoring of teaching and learning. They scrutinised questionnaires from 19 parents and carers, 26 from pupils and seven from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether or not the most-able pupils at Key Stage 1 were making sufficient progress in literacy and numeracy.
- Pupils' standards of writing throughout the school, especially in subjects across the curriculum.
- The effectiveness of behaviour management strategies in engaging pupils with behavioural, social and emotional difficulties.
- How well the school provides for children in the Early Years Foundation Stage in the mixed-age class.

Information about the school

Lanlivery is a much smaller-than-average primary school. Nearly all pupils come from a White British background. There are a small number of pupils from Traveller families. The proportion of pupils with special educational needs and/or disabilities is below average, the largest group having specific learning difficulties. A few pupils also have behavioural, social and emotional difficulties. All classes in the school are of mixed-age groups. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils joining and leaving the school at times other than is usual is well above that seen nationally. Children in the Early Years Foundation Stage are taught alongside older pupils in Years 1 and 2. The governing body is in the process of forming a federation with another small primary school in the area. There is a pre-school nursery in the school building that is not managed by the school's governing body and is subject to a separate inspection. The school holds the Healthy Schools award.

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

Lanlivery is a good school. It is led effectively by a sympathetic and ambitious headteacher. Together with an experienced senior teacher, and a willing and enthusiastic staff and governing body, she has guided the school's considerable improvement over the last three years. The school is making rapid progress, leading to higher attainment by pupils, good teaching and understanding of pupils' needs and progress. As a result, pupils enjoy their learning.

The school provides good care, guidance and support for all pupils, especially those whose circumstances make them potentially vulnerable. Pupils have good attitudes to learning, behave and cooperate well, and are fully involved in their school and the local community. They say that the school keeps them safe, and they act safely in school. Their parents and carers agree with them. Typical of the complimentary comments made by parents and carers about the school is: 'The school provides inspirational teaching whereby all the children are treated as individuals with learning tailored to their particular abilities.'

There have been marked improvements in the achievement of pupils, including pupils with special educational needs and/or disabilities. Pupils' learning is further encouraged by a stimulating and imaginative curriculum, which gives them memorable experiences in and out of school. A particular strength is the Forest School area, which provides pupils with exciting and adventurous activities. Attendance is above average, but there is a very small minority of pupils who do not attend regularly. The school's self-evaluation is accurate and solidly based upon highly detailed evidence of pupils' progress. Members of the governing body play a full and active part in the evaluation of the school and work closely with staff in the constant drive for improvement. They have taken the initiative in planning the formation of a federation with another small school in the area. The fact that attainment has risen and the overall provision, including teaching, has improved, shows that the school has a good capacity for further improvement.

Children make a satisfactory start to their learning in the Early Years Foundation Stage. As a result of the mixed-age class, children in Reception do not always get activities that are well suited to their needs. Pupils' progress is good elsewhere in the school, so that when they leave the school they are reaching levels of attainment that are average overall although they are doing better in mathematics and reading than they are in writing. The most-able pupils in Key Stage 1 make good progress in relation to their starting points and capabilities. This is because teaching is good, and

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is enhanced by effective monitoring and guidance by all staff. Attainment in writing, however, is inconsistent. This is because pupils' writing skills are not always taught with the same rigour and attention to detail as other key skills.

What does the school need to do to improve further?

- Improve attainment in writing throughout the school by:
 - ensuring that all pupils have a secure grasp of spelling, grammar and punctuation
 - placing greater emphasis on ensuring pupils have a legible and cursive handwriting style by the end of Year 6.
- Improve provision and outcomes in the Early Years Foundation Stage by:
 - providing more varied opportunities for independent learning
 - ensuring that the curricular provision and activities match the needs of all children.

Outcomes for individuals and groups of pupils

2

Pupils respond positively and enthusiastically to thoughtful and well-planned teaching. They generally behave well in the classroom and understand what is expected of them. Occasionally, play in the playground is a little boisterous, and a few pupils complained about this. Lessons are enjoyable experiences for pupils. In Year 6, for example, pupils were observed participating with great energy and zest in team activities designed to develop their teamwork skills. Similarly, pupils were enthused and fascinated when solving problems about the cheapest bus route. Pupils particularly enjoy opportunities to work out in the open air such as planting bulbs in the Forest School.

Pupils agree strongly with their parents and carers that they are kept safe in school. They have little or no concern about bullying, which they say is dealt with well by the school. They have a good knowledge of healthy lifestyles, which is reflected in their national award, and they try hard to put this into practice. One young pupil proudly stated that she 'always ate a healthy snack, such as an apple or a carrot' at break time. They make a good contribution to the local community, by raising considerable sums for charities, putting on concerts in the church and, more recently, working with another school in the area as part of the plans for federation.

A key characteristic of the school is the small numbers in some year groups. This, coupled with gender imbalances and the fact that an unusually large number of pupils join the school at times other than the start of their education, means that results from national tests are very variable. The present Year 6 started from a lower base but nearly all pupils are now attaining the levels expected for their age in reading and mathematics. Pupils are not doing quite as well in writing because many do not have a secure grasp of spelling, grammar and punctuation or a legible,

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cursive handwriting style. Those pupils who have been in the school since they started in the Reception class have made good progress in their learning and are achieving well. The improvement in the reading skills of boys is another success. The picture is similar throughout the school with a majority of pupils making good progress, especially in reading and mathematics. Pupils with special educational needs and/or disabilities, including those with behavioural issues, also make good progress because of the good quality of planning and of interventions that meet their specific needs. Pupils from Traveller families are cared for well, enabling them to make good progress.

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	3
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	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good relationships with pupils and a good understanding of their differing needs. This strongly supports pupils’ enthusiastic attitudes to learning. Teaching throughout the school is almost always good. Teachers plan well for the different abilities of their pupils and ensure that they are involved in suitably challenging activities. The school has been successful in its development of pupils’ learning targets, especially in encouraging all pupils to be closely involved in setting their own targets, and in self-assessment. Teachers have good questioning skills and make conspicuous efforts to raise pupils’ speaking skills. Occasionally, teachers are insufficiently aware of pupils who are not fully focused on the task in hand. Good assessment and tracking data for all groups of pupils are embedded throughout the school. Teachers’ marking is generally helpful, although less rigorous than in other areas with regard to pupils’ writing.

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

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The school provides a stimulating, broad curriculum for pupils, which leads to positive outcomes throughout the school, especially in their spiritual, moral, social and cultural development. The school is successful in providing good and well-supported extra-curricular activities and clubs, some of which are run by the pupils themselves. There is also an interesting range of visits and visitors. Provision for information and communication technology is good and includes the effective use of interactive whiteboards.

This is a caring school where the individual needs of pupils are very much at the forefront of teachers’ thinking. However, it recognises that a very small minority of pupils with emotional and behavioural difficulties need a little further support. Pupils, particularly those in potentially vulnerable circumstances, benefit from well-implemented provision. The school is a welcoming learning environment, and pupils and parents and carers show confidence in the advice and support they are given. There are additional strengths in the leadership of the provision for pupils with special educational needs and/or disabilities, and in the contributions and interventions of well-trained and sensitive teaching assistants. Good links with a range of outside services and agencies are used effectively.

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	2

How effective are leadership and management?

The headteacher gives a caring, positive and aspirational leadership to the school, making it clear that sustained improvement in teaching and a high quality of care for the pupils are the foundations of the school’s development. She works effectively with the senior teacher who provides a good role model as a teacher and has considerable data analysis skills. New responsibilities brought about by the federation process, particularly at the Early Years Foundation Stage, are not yet fully embedded. Other staff share the determination that pupils should reach their potential in all aspects of their lives. Good progress has been made towards these goals in the last three years. Staff morale is high, and new members of staff have rapidly embraced the high expectations of the headteacher. The monitoring and evaluation of teaching and learning are rigorous, and helpful in maintaining continuity in their development and improvement. The governing body is well led and all members play a proactive part in the life of the school. Governors have clearly defined responsibilities, challenge the school, and hold themselves to account when evaluating school improvement. The governing body ensures that the school’s

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comprehensive and robust safeguarding policies are effective, and that pupils feel safe. They are now steering the school effectively towards federation.

The school has made good progress in promoting equality of opportunity and tackling discrimination by dealing effectively with some past underachievement. Consequently, there is no evidence of underachievement by any group of pupils. There is good engagement with parents and carers who feel that the school provides their children with a very good education. Regular formal and informal meetings keep parents and carers fully informed about their children’s progress. The school has a good range of partnerships especially with another local primary school and is part of a happy and cohesive community. It has further enhanced its contribution to community cohesion by, for example, developing links with schools in Chippenham and the Congo.

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

The small numbers of children in the Early Years Foundation Stage make satisfactory progress in relation to their starting points, which are broadly in line with expectations for this age group both on entry to the Reception year and at the end of it. Children enjoy participating in activities, although there are not enough opportunities for independent, child-initiated activities, for example in the morning, when older pupils are working on their spelling skills. The curriculum, because it is largely based on provision for the larger group of pupils in Key Stage 1 in the class, is not always appropriate for the children in the Early Years Foundation Stage. For example, Reception children sometime sit waiting for direction while the teacher explains tasks for older pupils.

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The leadership of the Early Years Foundation Stage is satisfactory. Staff are committed and enthusiastic, but the present arrangement means that the youngest children do not get the focused attention they need. Personal development and the acquisition of learning skills are satisfactory. Relationships and behaviour are good and children feel safe. There is a strong emphasis on promoting children's welfare, and parents and carers and outside agencies are full partners in this process.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers were overwhelmingly positive in their support for the school and how well it educates and looks after their children. A few felt that there needed to be better provision for the Early Year Foundation Stage. Inspectors found that provision for children in the Early Years Foundation Stage was satisfactory but in need of improvement to support the needs of the youngest children. There were many very favourable comments about the school. Parents and carers commented particularly upon the 'inspirational' teaching, the high quality of leadership, and the friendliness of staff. This was summed up typically by a parent who commented, 'This is a highly valued school in the community. Children are valued as individuals and encouraged to respect themselves, each other and the environment.'

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lanlivery Community 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 56 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	84	3	16	0	0	0	0
The school keeps my child safe	13	68	4	21	1	5	0	0
The school informs me about my child’s progress	12	63	7	37	0	0	0	0
My child is making enough progress at this school	12	63	7	37	0	0	0	0
The teaching is good at this school	13	68	6	32	0	0	0	0
The school helps me to support my child’s learning	14	74	5	26	0	0	0	0
The school helps my child to have a healthy lifestyle	10	53	8	42	1	5	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)	11	58	7	37	0	0	0	0
The school meets my child’s particular needs	13	68	5	26	1	5	0	0
The school deals effectively with unacceptable behaviour	9	47	9	47	1	5	0	0
The school takes account of my suggestions and concerns	11	58	8	42	0	0	0	0
The school is led and managed effectively	12	63	7	37	0	0	0	0
Overall, I am happy with my child’s experience at this school	16	84	2	11	1	5	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



14 October 2011

Dear Pupils

Inspection of Lanlivery Community Primary School, Lanlivery, PL30 5BT

Thank you for making us so welcome when we visited your school. We greatly enjoyed our time with you because it was a pleasure to see how hard you worked and how keen you all were on learning.

You go to a good school where you are well cared for and kept safe by all the adults. In all years your attainment is about what it should be for your age. We think you have improved a lot recently, especially in mathematics and reading. We did find though that your writing can vary and sometimes could be better. We have asked your school leaders to make sure that you improve your writing, particularly your spelling, grammar and punctuation. We also asked your teachers to make sure your handwriting is neat and properly joined up. Another thing we have asked the school to do is to make sure that children in Reception get more activities that are better suited to their needs.

You are all polite and friendly and your behaviour is generally good, although you do get a bit boisterous at break times! You know how to keep healthy and safe and that adults will always help you if you have a problem. Your attendance is good, showing how much you enjoy school, although a small number of you still do not attend school often enough. Do try and come to school as often as you can. Your parents and carers think the school does a very good job, and you think your teachers, teaching assistants and the school leaders do as well.

Keep working hard. I am sure you will enjoy working with pupils from the other school in your federation when it is formed and you have already told me how great it is having a joint football team.

I wish you all the best for the future.

Yours sincerely

Stephen Dennett
Lead inspector

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